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**There are 38,000 copies of this issue**

# TRAVEL SECTION



# COME TO THE BRITISH ISLES

## THE CHARM OF GREAT BRITAIN, IRELAND, SCOTLAND, WALES

*Laurence Wilson, London, England*

**G**REAT BRITAIN and Ireland are small countries of great variety, old countries keyed to ultra-modernity, foreign countries where the American visitor speedily finds himself no foreigner but "one of the family."

Peaceful countries, they have run the full gamut of social experience, from conquest by a foreign foe to civil war, from bondage to democracy, from agricultural quiet to the tempo of the factory.

The American visitor to England, Scotland, Ireland and Wales may find all these things, or traces of their by-gone existence. He will find lands cut up into smaller divisions than he is used to, with quicker changes of scene and people from station to station than he believed possible, and greater historic contrasts than anything he has known in his own country.

Yet for all the differences, superficial and profound, the American in

Britain finds himself among people substantially like himself, with striking similarities of outlook, tradition and aim.

A forceful example of this deep transatlantic kinship is provided by the village of Sulgrave, Northhamptonshire, for 70 years the home of George Washington's ancestors. Here is to be found the emblem of stars and stripes, said by some to throw an interesting sidelight on a possible origin of the American flag.

You go to the Fen District. And there you find tangible evidence of the age when England was being assailed. Research workers are currently turning up deeply-pitted odds and ends of medieval weapons and casques of war, relics of that great battle in which William the Conqueror, having subdued the rest of the country south of Hadrian's Wall, thrust at the last outstanding Englishman, Hereward the Wake, and, for the time being, failed.

England's Fen District, formerly a swamp land surrounding the Isle of Ely on which Hereward took his last stand, has long been drained. Great artificial dykes and channels carry the ooze safely and tidily out to sea.



### **Ely Cathedral**

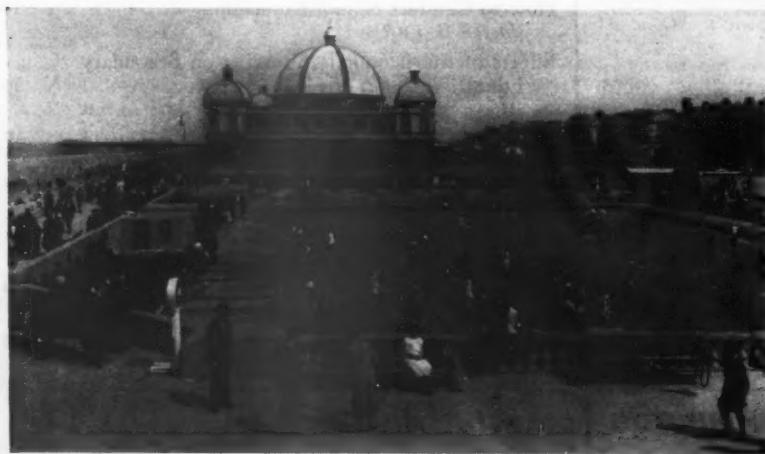
"Fen End" says the sign-post at the village cross-roads; and the little street fades off into a rough cart-track and then into a meadow path. There are cows at pasture; there is a field of waving oats. Here and there the skyline is broken by a haystack or a black-shafted windmill or a fringe of willows.

Far across this level expanse, another and different object catches the eye. It is, at ten miles' distance, a cloud—a shining rectangle of cloud, with something darkly gigantic at the edges. From nearer, there is a hint of vague pinnacles, thrusting upward. It is the Minster at Ely, unique among English cathedrals, riding the Fens like a battleship. The huge west tower was built for some reason with military castellations; another tower, eight-sided, an extraordinary shape, rises out of the transepts, bristling with spikes and turrets; and the white roof of the nave can be seen all day by watchers on the Cambridge side, throwing back the sunlight.

So we'll go to Scotland. We may go by the "Coronation Scot," or the "Coronation," or by any one of a dozen or more famous name trains. We travel over storied landscapes. And, of course, the more time we have, the more changing and dawdling we can squeeze in, the more we shall see.

AND so on over the border into Scotland. The Lion and the Unicorn, heraldic emblems of England and Scotland, long have made their peace, and the border that once was a region of bloody forays and wild minstrelsy is one of the most tranquil scenes in the world.

Scotland is an inexhaustible treasure-house of scene and song and story. You



can find young Lochinvar, and Tam O'Shanter, and Flora MacDonald if you go looking for them with the eye of a true lover of the Scots. You can visit the Shetlands, and Skye, and the Trossachs, and find a new Scotland each time.

The best we can do now is to sample Scotland at its most typical, at a spot 'twixt highland and lowland, at Gleneagles. A surcharged atmosphere hangs over Glen eagles. Call it glamour—a good Scots word. Call it ghosts of great Scotsmen who linger where their living hearts once beat—of Scott and Burns, of Stevenson and Carlisle.

Nature has smiled most graciously and sweetly upon Gleneagles. On a clear day from your bedroom window, 60 or 70 miles of grand Highland country stretches away and away. The Heights of Ben Vorlich to your left, the Grampians to your right, and, all about, a pageantry of panoramic loveliness. Great sweeps of mysterious moor, huge splashes of maroon heather, stains of olive-green furze; and brooding over all, behind and before, the exquisite grey-blue mountains. One can imagine nothing anywhere more revivifying to the flaccid townsman and the traveler than that first gaze through the upflung bedroom window on a sunny morning at Gleneagles.

**W**ALES, too, like Scotland, is a "must" on the visitor's list. The Welsh will tell you, in their splendid, resonant voices, that they are the true Britons. They will sing it for you, too, with their own particular brand of the Gaelic fire that you found in Scotland and will find later in Ireland.

Famous as the title to a mystery story by John Buchan, new Lord Tweedsmuir, present Governor General of Canada, Britain's "Thirty-Nine Steps" actually exist. They are to be found, not on the North Sea coast, as in the story of espionage and intrigue, but at St. David's Cathedral, at the extreme and westernmost edge of Wales, where the coast of Pembrokeshire juts out into the sea.

Ecclesiastics have been joking about these steps for centuries. Their number corresponds with the Thirty-nine articles of Queen Elizabeth, which are still binding upon the established church. Therefore, it was said to be impious for a clergyman to tread upon them. Since the disestablishment of the Welsh Church in 1920, however, the Welsh clergy and they alone may walk down them!

A narrow street called the "Popples" leads to the Thirty-nine Steps. The ancient thoroughfare, once paved with pebbles (hence the name) leads from the City Cross to the Cathedral Gate. The gatehouse is an enormous structure, bestriding the road like a castle. Beyond the gate the road, which is already going steeply downhill, drops precipitously, and the flight of thirty-

nine steps dips off on the right into the Churchyard.

From Wales it is but a stone's throw to Bristol, whose one-time mayor, according to popular stories, provided the continent of America with its name. It is a good story, at any rate, and serves as an argumentative foil against others who say Amerigo Vespucci was the real namer.

Vespucci, so they say in Bristol, never did cut a very considerable figure. But Richard Amerycke, the colorful mayor of a colorful city, who ceremoniously received John Cabot after his discovery of the continent of North America two years before

Columbus landed on the southern continent, was a prominent man in his day.

No spot in all England has more historical associations than the country viewed from Stinchcombe Hill. The Castle, for example, is one of the best preserved specimens of the old feudal type in Great Britain. Gatehouse, keep, look-out towers, wall, chapel and staterooms, all are carefully preserved, though some are battered. The room still exists where King Edward II was murdered in 1327 after his deposition. Three months afterward, his body was taken to Gloucester.

Edward's tomb is on the north side of the Cathedral choir. Shortly after the kill-

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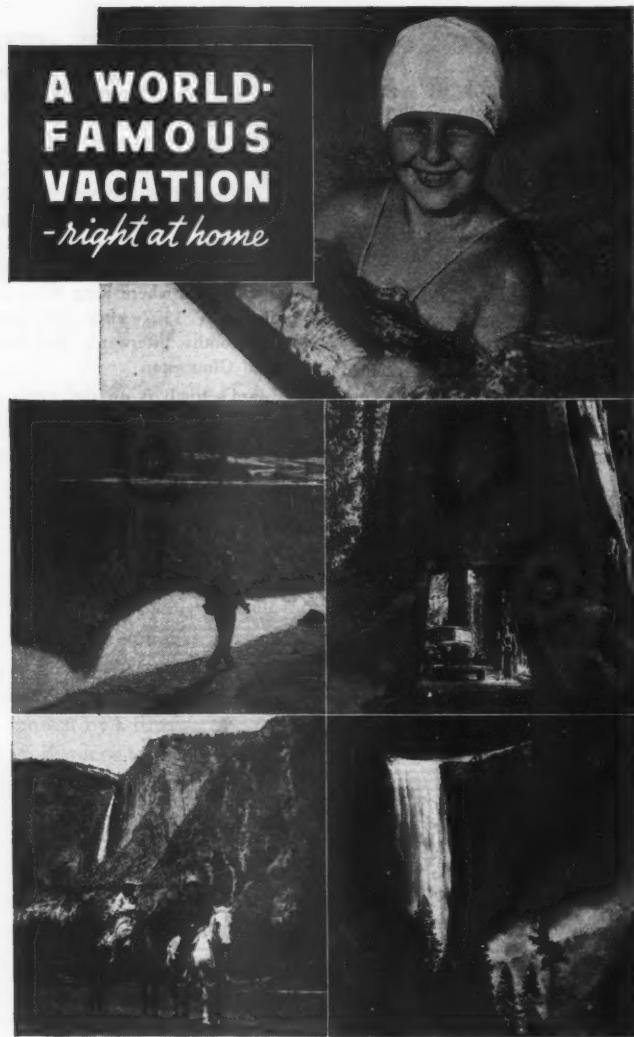
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ing, Gloucester became the focus of pilgrimage for the nation. Offerings poured in and were used to enlarge the Abbey Church, which became the famous Cathedral. Then were built the Great Cloister, with its inimitable fan-tracery, and the wonderful soaring choir with the delicate fourteenth-century tracery. In this cathedral is to be seen also the great East window made to commemorate the English dead in the battle of Cressy 500 years ago.

But Gloucester pre-dates Saxon times. The Romans established a camp there at the lowest possible crossing of the Severn as a base for operations against the wild Welsh tribes. Below Gloucester the Severn widens out into a broad estuary and even today is no road-bridge nearer to the sea than the city. Portions of the Roman Wall are still to be seen. In fact, antiquity meets you at every turn; but for all that Gloucester is an alive, bustling business city.

**F**ROM England to Ireland is a sea trip and a sea-change. Even before you land, you gaze upon Ireland's encircling heights of cliffs and mountains, blue-grey in the distance, pierced and broken into noble arms of blue sea or lovely river estuaries. You land at her scenic ports and travel inland by her trim modern railways. And back of her outer rim you see her rich horse-breeding and cattle-raising plains.

Ireland's capital, Dublin, is said by many to be the most beautifully situated in Europe. It is more than that. List its great modern names in literature and the theatre and you'll agree that it is also one of the world's great intellectual capitals. Dublin Bay, enclosed between the rocky heath-clad peninsula of Howth and the beautiful headland of Killiney has always claimed to rival the famous view at Naples. The city itself spreads low along the shore, centering about the Liffey mouth where Danish raiders first established a stockaded fort eleven centuries ago.

#### Beautiful Irish Scenery

Visitors should not miss Ireland's most haunting region, the Gaeltacht. The Gaeltacht is the Irish name of the districts in which the pure stream of the Irish language still runs in the daily intercourse of the people. These districts cover roughly the area along the seaboard from the south and west of Ireland from Waterford right round to Donegal. This area holds within it some of the most beautiful scenery in the world.

These scenes and people, these historical associations and modern endeavors, are Great Britain and Ireland, the energetic heart of an Empire, the home of a people who resemble Americans more than do any other people, yet still have "something different" to show.

## To South America

**D**R. RUTH S. THOMAS, dean of girls, Chico High School, sailed recently for six months of travel and study in South American countries, as the result of traveling fellowship awarded her by American Council of Learned Societies, in recognition of the study of Peruvian literature which Dr. Thomas made for the dissertation which she presented to the University of Washington last year as a requirement for the Ph.D. degree.

She will spend over two months in Lima, and then make a trip to Cuzco, capital of early Inca civilization. She will continue her trip by way of Lake Titicaca into Bolivia, proceeding to Chile, and across the Andes into Argentina.

On her return trip, she will make stops in Uruguay and Brazil, entering the United States again at New Orleans the end of August.

\* \* \*

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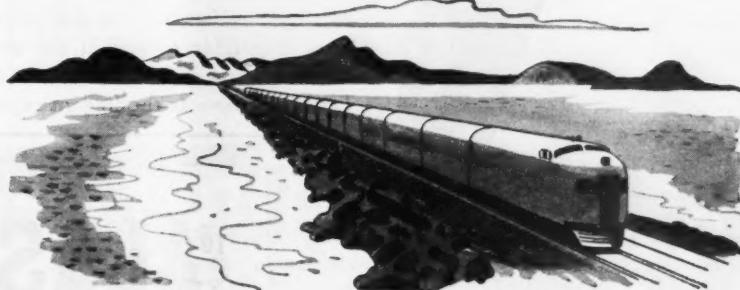
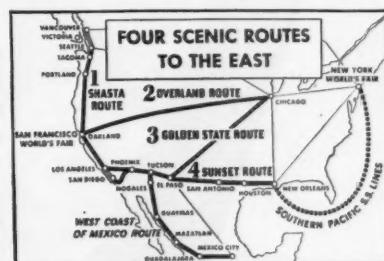
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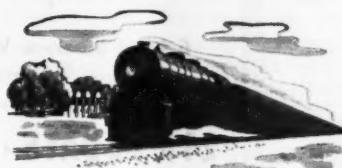
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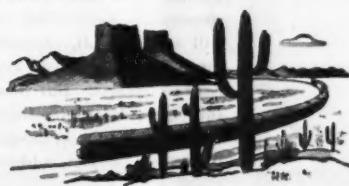
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*Newton Bell, San Francisco*

**E**VER since Marco Polo returned to Venice with wondrous tales of Zipangu and Cathay, the Western imagination has been captivated by the glamor and mystery of the Orient.

The ancient East has survived recurring cycles of political struggles, famines, earthquakes. Recent difficulties are but one more chapter added to the kaleidoscopic story of those strange lands beyond the Pacific.

Today one may go to Peking, Shanghai, Hong Kong and the great cities of Japan with complete safety. Hundreds of travelers attest to the fact that evidences of trouble are almost impossible to find in the great tourist centers and that travel in the Far East is now as thrilling an experi-

ence as ever. Once more one can safely plan on visiting Japan and China and, due to favorable exchange, at a remarkably low cost. It would be difficult to find a person of imagination who has not envisioned the great fortress of Hong Kong, festooned with hanging gardens; the seething metropolis of Shanghai; the mysterious Forbidden City in Peking; the Inland Sea, with tiny islands set like emeralds in pale sapphire waters; incomparable Fuji, looming like a white ghost in the perfumed dusk.

Bubbling-Well Road in Shanghai, the crowded Ginza in Tokyo, the exotic Hatamen Gate in Peking, the scarlet and gold of the Temples at Nikko, the Great Wall of China as



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In China, although the tiara of the Monarchy has been changed to the Phrygian Cap of the Republic, the Chinese peasant, tilling his little plot of ground has been affected to a very small degree. Ancient Cathay plods along as stolidly under the banners of Kuomintang as she did when the Son of Heaven sat on the Dragon Throne.

Contact with the West is, of course, most evident in the great ports of China, but everywhere the cue, symbol of servitude to the Manchu conqueror, has disappeared, and the women no longer bind their feet. The passing of the "Golden Lily" or five-inch foot represents a tremendous step forward and progress toward the more important "mind unbinding" is becoming increasingly evident.

In Hong Kong and Shanghai, the wealthy Chinese entertain lavishly. It has been said that the Chinese are the culinary descendants of the Romans. I can recall a dinner in Peking in which I was served these dishes in the following order:

Melon seeds  
Lotos-seed compote  
Sharks fins  
Fried prawns  
Ducks livers  
Chicken velvet  
with fragrant sauce  
Fried pork  
Fried chicken with green peppers  
Sesame seed bread  
Roast lamb  
Mandarin fish with sweet-sour sauce  
Bean sprouts  
Pigeon eggs  
Peking duck with bean curd  
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At present, the famous restaurants and night clubs are open in Hong Kong and Shanghai and are as gay and festive as of yore. It is difficult to understand how so

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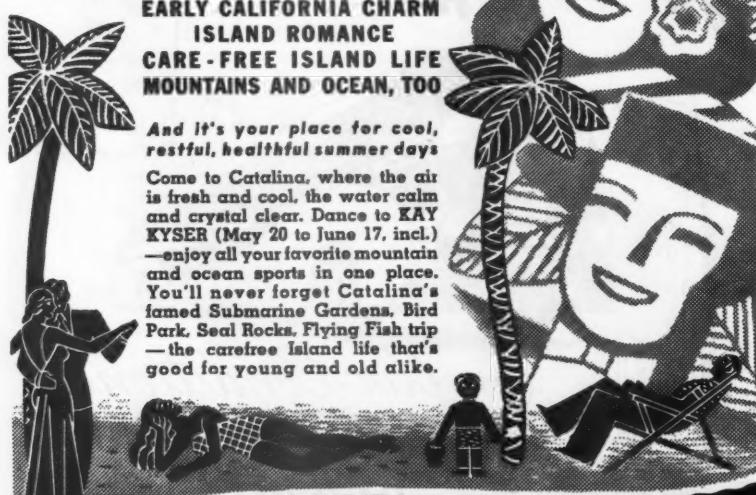
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many of the foreign residents of Shanghai work all day and dance most of the night.

In Japan, despite unparalleled modernization over the span of a single human life (the Japanese were shooting bows and arrows 85 years ago!) ancient Nippon peers shyly at you as a Shinto priest walks slowly by, or the soft throb of a temple bell is heard in the distance, or the glittering figure of a geisha is seen wending her way through the traffic.

The rickshaw has practically disappeared and is replaced by the taxicab. The geisha has exchanged her samisen for a typewriter. But about half of the women still wear the brightly-colored kimono, with the characteristic obi just below the shoulders. Some carry babies on their backs, each small head bobbing about like a toy balloon as the mother walks along. The geta or clogged sandal is still worn by the majority of the Japanese people.

The up-to-date Westernized city girl who despairs kimono, obi and geta is called a "moga," this word being derived from the English words "modern girl." Likewise, the Westernized young man is called a "mobo," a contraction of the words "modern boy."

With the possible exception of Kyoto, the industrial centers of Japan are of infinitely less interest than the countryside. There one finds incredibly picturesque villages nestling in green valleys, clinging precariously to steep mountainsides or basking

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lazily on sandy beaches where red-lacquered "torii" are mirrored in the still waters.

There is a park-like quality in the Japanese landscape. The rice fields are laid out in geometric patterns and the sturdy, bare-foot farmers wearing conical hats look like figures out of old Japanese prints. Even the poorest peasants often reserve a tiny part of their insufficient land to plant cherry trees that bloom only a couple of weeks a year and bear no fruit.

Yes, Japan is a beautiful country with miniature gardens where rustic bridges span murmuring brooks and stunted trees lend their fantastic charm; where fat goldfish gleam beneath the lotos and stone lanterns shed their mellow light in the warm evenings.

Traveling in Japan is inexpensive. Staying now and then in Japanese inns, costing even less than the European type hotels, should not be omitted. Although you sleep on the floor, it is most comfortable because five or six thin mattresses disguise the hardness of the wood beneath. Of course, it is a bit trying to sit on the floor at meal-times with your feet tucked under, and chopsticks are a bit difficult to manipulate at first. But these things are worthwhile pages in one's book of travel memories and slight temporary discomfort is a small price to pay.

It is indeed a simple matter to spend a summer vacation in the Far East this year,

particularly for persons who live on the Pacific Coast.

Palatial liners sail from California and, after stopping in Honolulu, continue on to Yokohama. Then after a few days in Japan, one can go on to Shanghai and Hong Kong.

As it takes approximately two weeks to cross the Pacific, it is possible to visit both China and Japan and even the Philippines, and be home within 60 days, richer through countless impressions of the Far East and an enhanced knowledge of the peoples of the Orient.

And, with the pleasant shipboard life, the trip can be accomplished without discomfort and at an amazingly low cost.

### Official School Tours

**G**OLDEN Gate International Exposition Official School Tours continue through May 31. Through authority granted by the State Board of Education, teachers and pupils can arrange organized Exposition tours at minimum expense. April issue of this magazine, pages 11-12, carried details. Anyone planning a tour should write immediately to Richard E. Bellamy, School Tour Division, Golden Gate International Exposition, Treasure Island.

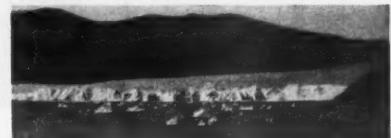


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Sail on a luxurious Canadian Pacific *Princess* Liner whose itinerary reads like a page from your dreambook of adventure. 2000 miles of sheltered sailing via the famed inland passage, visiting picturesque Alert Bay and Prince Rupert; Alaska's totem pole villages, Ketchikan and Wrangell; continuing on past awesome Taku Glacier to Juneau of gold rush fame, and Skagway, the city of flowers. If you wish, there is time at Skagway for side trips to Ben-My-Chree, White Horse and the Yukon in the real "deep" north!

Above: S.S. Whitehorse on Yukon Below: Taku Glacier



**FARES** from Vancouver, Victoria and Seattle: 9-Day Cruises to Skagway each week, \$95 up; 11-Day Cruises on the *Princess Charlotte* from Vancouver June 21 and July 3 via Sitka and Skagway, \$115 up. Meals and berth included except at Skagway. *Prompt reservations are advisable; last year all space was sold out early.*

\* See Lake Louise, Banff and the Columbia Icefield Highway in the Canadian Rockies; a spectacular low-cost side trip from Vancouver.

\* **Canadian Pacific** \*  
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Geary Street; Vancouver, 434 Hastings Street W.;  
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Ave.; Seattle, 1320 Fourth Ave.; Portland: 626  
S.W. Broadway; Victoria, 1102 Government Street.

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this way  
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For information see your Travel Agent or **CANADIAN PACIFIC**, 621 So. Grand Avenue, Los Angeles; 152 Geary Street, San Francisco.

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High up in the Canadian Rockies *Chateau Lake Louise* and baronial *Banff Springs Hotel* (\$6.50 up, European plan); located at scenic points are *Canadian Rockies Lodges* (\$5.00 up a day with meals). At Harrison Hot Springs, near Vancouver, the *Harrison Hot Springs Hotel* (owned and operated by the Harrison Hot Springs Company, Ltd.). In Old World Victoria, the *Empress Hotel*.

Special family and long stay rates can be arranged. For further information see your travel agent or Canadian Pacific: Los Angeles, San Francisco, Portland, Tacoma, Seattle, Spokane.



From August 4th to August 7th the Skyline Trail Hikers hold their sixth annual tent camp for outdoor lovers with daily hikes accompanied by nature guides. Rates: \$20. Includes tent accommodation, meals and conveyance of duffle to Lake Louise Station. . . . Further particulars from any Canadian Pacific Agent.

**\$1000 COLOR PHOTO CONTEST**—47 cash prizes for Canadian Rockies color photographs—in a world of thrilling Alpine color. Ask for details.

## Canadian Pacific HOTELS

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### Charge It, Please

THE Danes have such a reputation for honesty that they can even charge their street-car fares, according to O. Evensen, manager of the American Express Travel Service at Copenhagen, who reports that thousands of slips are issued annually for unpaid rides.

Passengers who forget their money inform the conductor, and without further ado he issues them a slip. The following day the individual turns in the slip and the fare to cover it. The street-car companies, Mr. Evensen says, have only the most negligible losses under this system.



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### JAPAN and the ORIENT

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You cover every point of interest on a personally escorted tour of Nippon. Typical itineraries allow 16, 19 or 25 days in Japan, or 8 days in Japan with Shanghai, Hongkong and Manila as added attractions.

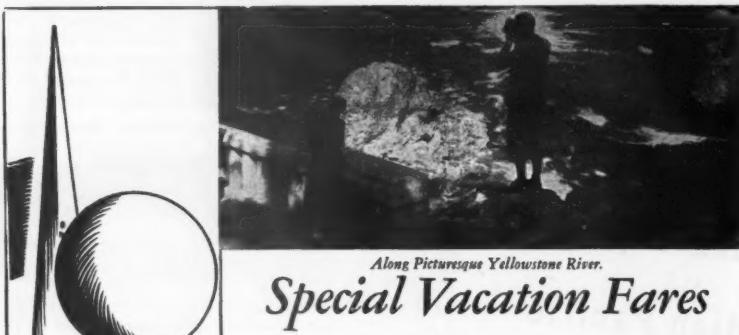
TOUR SAILINGS	From	From
Tatuta Maru . . .	May 29 . . .	June 1
Kamakura Maru . . .	June 21 . . .	June 24
Taiyo Maru . . .	June 26 . . .	June 29
Asama Maru . . .	July 7 . . .	July 10

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## Sacramento-Golden Empire Centennial

SACRAMENTO and the 15 other counties of California's Golden Empire are making a romantic and colorful contribution to California's Fiesta Year. This is the Sacramento-Golden Empire Centennial, celebrating the 100th anniversary of the founding of Sacramento by General John A. Sutter.

Replete with thrills and spectacles, the gala Centennial will start May 1 when historic Sutter's Fort, established in 1839 and

now restored to its original condition, will be opened. The fort will be inhabited by characters representing Sutter, James Marshall, discoverer of gold, and other pioneers.

Other major events scheduled during the colorful Centennial include: Swiss Day, honoring the memory of Sutter, May 30; Chinese Pageant, June 16, 17, 18; Historical Parade, August 9; Re-enactment of Sutter landing on the bank of the American River, August 12; Historical Spectacle, depicting the colorful history of the Golden Empire, with a cast of 3,500 persons, August 9-12.

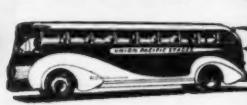
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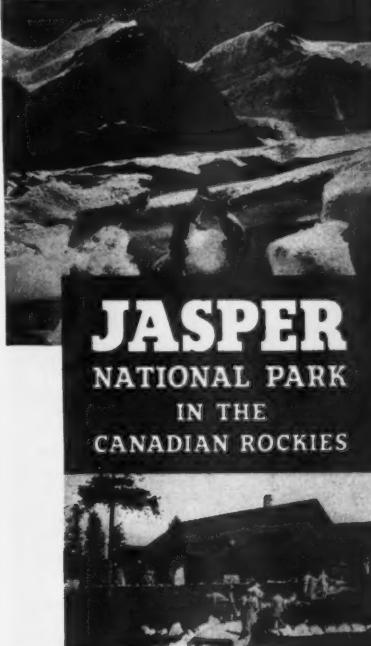
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East?*  
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NATIONAL PARK  
IN THE  
CANADIAN ROCKIES**



**GLISTENING** highlight of a swing through the Canadian Rockies is the gigantic Columbia Icefield, reached by highway from Jasper—the only route by motor all the way. At Jasper Park Lodge, a luxurious alpine chalet, rates are from \$7 a day, room and meals included.

Optional 2-day steamer trip, going or returning, through the fjords of the Inside Passage. Through service from Vancouver to St. Paul, Toronto and Montreal on the air-conditioned *Continental Limited*—with convenient connections to Chicago, New York and all the East. Low summer round-trip fares. Ask to see pictures.

### ALASKA

**is easy to add**

Plan a side-trip to the land of the Midnight Sun—1,000 miles of river-smooth cruising from Vancouver. Three smart ships in the Vacation Fleet. All outside staterooms. Sailings every Monday and alternate Fridays, June 12 to August 21.

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Rail fares to eastern cities are the same as for direct routes except slightly higher from southern California. You'll like everything about the air-conditioned OLYMPIAN. Its luxurious equipment includes standard and tourist sleeping cars, Hiawatha-type coaches, club-observation and open observation car. Grand meals for as little as 50¢ in the beautiful 48-seat dining car.

For information about low fares and the New York World's Fair ask

H. W. Porter, General Agent, 210 W. 7th St. (1024 Van Nuys Bldg.) Los Angeles, Calif.

or  
R. F. Randall, Dist. Pass'g Agent, Palace Hotel Bldg. 661 Market St., San Francisco, Calif.

**The MILWAUKEE ROAD** The OLYMPIAN The HIAWATHA

2001A-51



### Unique Rockies Tour

Continental Tours of Berkeley

**S**OMETHING entirely new in summer travel—a tour visiting all three of the Rocky Mountain National Parks—is announced by Continental Tours of Berkeley.

Leaving the Bay Region on July 15 this conducted group will visit Glacier and Waterton Lakes National Parks, Lake Louise and Banff, and Jasper National Park, as well as the scenic Northwest.

The itinerary includes—Portland, Columbia River Drive, Glacier and Waterton Lakes National Parks, Banff (including the famous Indian Days Festival), Lake Louise, Emerald Lake, Jasper National Park, Vancouver, Victoria, and Seattle.

Two weeks after departure, this remarkable tour—which might be called a "pilgrimage to America's land of beauty"—will arrive back in the Bay Region.

\* \* \*

### French Summer School

McGill University French Summer School convenes June 29-August 9, in the University buildings on the slopes of Mount Royal, Montreal. All staff is selected for particular qualifications in summer school work. Students are pledged to speak nothing but French. Residence is in the recently-opened Douglass Hall of the University.

\* \* \*

### Baldwin Orient Tour

**H**AROLD Baldwin of Oakland is conducting his 4th Orient tour this summer. He and Mrs. Baldwin made an extended

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22—including part of above		\$226
16—U. S. CIRCLE TOUR		\$165
16—ALASKA INSIDE PASSAGE	\$130	
14—MEXICO		\$198
15—GUATEMALA-HONDURAS	\$153	
16—CUBA-CANAL-COSTA RICA		\$140
42—SOUTH AMERICA-CUBA-WEST INDIES		\$792
<b>SCENIC WONDER TOURS</b>		
593 Market St., San Francisco		

inspection tour last summer. His trip this year takes in the accepted beautyspots.

The party will go over and through the Japanese Alps and see Nikko in all its beauty. The longest stay in Japan is at Kyoto because it offers all that a tourist desires. They visit Keijo in Korea, Mukden and Peking, where they have a week to ricksha, to shop, and to see the sights.

Shanghai is their next point of interest. After a few days there the party returns to Japan before the last departure from Yokohama. The final two days of the trip are spent at Miyanoshita, a beautiful mountain resort, with Mt. Fuji nearby. On the return voyage a brief sightseeing stay is made at Honolulu.

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Citizenship in our Democracy, by Parker, Patterson and McAllister, a very good 7th or 8th grade civics, published by D. C. Heath and Company, is characterized by a simple and informal style addressed directly to the pupil. Its dominant idea is the responsibility of the individual to participate in good citizenship in our American democracy.

\* \* \*

### University of California

Summer Sessions, 1939

UNIVERSITY OF CALIFORNIA summer sessions on the Berkeley and Los Angeles campuses are expected to have exceptionally large enrollments this year, because of the many teachers who will come to California to see the Golden Gate International Exposition, attend the N.E.A. convention, and also to attend a summer school. Teachers naturally are interested in education courses, of which there will be 48 on the Los Angeles campus and 97 on the Berkeley campus.

Exceptionally interesting to teachers will be demonstration elementary schools and high schools held on both campuses. Conventions of American Association to Promote the Teaching of Speech to the Deaf, and Institute on Home Economics, will be held on the Berkeley campus. On the Los Angeles campus a clinical school will be conducted in connection with the courses in clinical psychology and remedial reading for college and high school students. The Children's Recreation School will be in session on the Los Angeles campus daily during the session.

Besides the presentation of its many courses — some 260 at Los Angeles and 362 at Berkeley — the University is putting on one of the largest scientific exhibits ever presented for the layman, at the Golden Gate International Exposition, under the title of Science in the Service of Man.

\* \* \*

Motion-pictures for use by teachers of workers in distributive occupations, a mimeographed bulletin of 32 pages, published by California State Department of Education bureau of business education, covers commercial and industrial films prepared for use by teachers. It contains much reference material of practical value to teachers on many levels.

The Education of Your Child, by John Louis Horn, for 17 years head of the department of education, Mills College, is an admirably-prepared book of 220 pages, published by Stanford University Press. Written definitely for the parent, it interprets the school to him and helps him to understand modern educational procedure. The book is specific and detailed and should have wide use among P.T.A. study groups.

### Travel Letter Contest

\$1,000 Offered for Short Travel Letters

THE Instructor is offering \$1,000 in cash prizes for the best 100 letters of 500 words or less on "Where I Would Like to Go on My Vacation This Year — and Why." The first five prizes are \$100, \$75, \$60, \$40, and \$25. There are 10 prizes of \$15, 25 of \$10, and 60 of \$5.

The contest is open to all persons professionally identified with schools and colleges, also to students in teacher-training institutions — except that winners of prizes larger than \$10 in previous travel contests of The Instructor are not eligible.

Every entrant who is not awarded a cash prize will receive a four-color print of an art masterpiece, suitable for framing. The closing date of the contest is June 10, 1939. Awards will be made before July 1. For full details, address: W. D. Conklin, Travel Editor, The Instructor, Dansville, N.Y.

\* \* \*

### The River

After viewing the picture *The River*, by Bill Boone, Student\*, B12, Modern Science Class, Alhambra City High School, Los Angeles County

WE planted cotton, picked cotton, sold cotton  
Till the land could grow no more.

We cut trees, sawed trees, sold trees  
Heedless of the river's growing roar.  
We bled the land, fled the land, moved  
Westward evermore.

The land that was so kind  
Was the land that we left behind  
A ruined, barren Mississippi shore.

The others yet to come  
Must repair what we have done  
And now must work and suffer in the  
fight.

The watershed destroyed,  
With their happiness we toyed,  
And caused them years of bloodshed, pain,  
and fears.

When I hear the dikes go out  
And the people faintly shout  
I feel that we should have to right our  
wrong.

I'm silent here today  
And thankful as I pray  
That the people learn a lesson from our  
error.

And though they bled the land  
They'll thank and feed the land  
And make it rich and safe and ever fairer.

\*Courtesy Jeanette Greene, head, science and mathematics department.

### New Fast Train

# EAST

(NO EXTRA FARE)



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**WESTERN PACIFIC**  
THE FEATHER RIVER ROUTE

## HIGH SCHOOL READING

READING PROGRAM IN BASIC I CLASS OF VALENCIA HIGH SCHOOL

*Ruth Kearney, Teacher, Basic, Public Speaking, English IV, Valencia High School, Placentia, Orange County*

**S**CAVENGER hunts, vocabulary-thons, pronounceathons, dictionary marathons, and vitalized book reviews take place yearly in our basic classes and students seem to really improve their reading techniques and skill through participating in numerous class activities.

A reading program in a basic class, or any class which is part of an integrated program or a core-curriculum, is necessarily somewhat different than the one carried on in a traditional English class.

Three phases of reading have been emphasized during the past semester:

1. Reading in connection with library skills and techniques.
2. Reading in connection with units-of-study.
3. Vitalized book reviews.

Early in the first semester, a survey was made to determine the reading difficulty of the students. It was found that students sometimes seemed to be capable of reading their literature to themselves or orally, but they often failed to understand what they had read.

### Using the Library

High school students object somewhat to being handled like elementary children so I rarely state that we're definitely carrying on a reading program. However, at the beginning of the term a good deal of discussion usually centers around the subject of Personality and Business Success or This Future Life of Ours. Selections are usually read by the teacher to the group and numerous class discussions ensue. Then on a basis of a needed personality factor, emphasis is placed on a reading program and students feel that it is necessary for success.

Our librarian usually takes the freshman classes on a tour of the library and introduces them to many unfamiliar nooks and crannies. Students learn the value of various en-

cyclopedias, World Almanacs, Who's Who, etc.

After the librarian has shown the students how to use the library, we usually have a scavenger hunt. A time limit is set and students are asked to go into the library and find certain information. They must write down the information on their papers and bring the information back to the person in charge of the hunt.

For example, students are asked to find:

1. Pegasus.
2. Population of China.
3. Location of Canton.
4. Hamlet's soliloquy . . . etc.

Points for the side are given for each item discovered in the library. The quest for information amongst unfamiliar corners of the library goes on with tremendous speed and enthusiasm.

Most teachers assume that students thoroughly understand a dictionary. However, I have found that students are rarely acquainted with all of the information found in the dictionary. Diacritical markings are studied. Alphabetic placement games are given. A scavenger hunt is held in Webster's unabridged dictionary because that book is a source of a tremendous amount of unexpected information in the historical field. Telephone books are brought to class and relays are held where students race with one another to find items or names in a telephone book.

The Pronounce-a-thon has added a good deal of enthusiasm to the study

Office of Los Angeles County Superintendent of Schools, division of secondary education, has issued another of its helpful series of mimeographed bulletins,—Source unit on orientation; Practical suggestions for the teaching of art; High school journalism; Reading and secondary vocabulary; Books on French civilization; Racial enrichment of the curriculum; and numerous others.

of the dictionary. Lists of words are given to students and they are asked to look up the pronunciation of words in their dictionaries. The words are placed on the blackboard and students are "pronounced down," so to speak. When a student is unable to pronounce a word, another student takes his place, so the pronounce-a-thon is in the form of a tournament.

Numerous other study-techniques are used in connection with our reading program.

### Reading in Connection with Units-of-Study

1. **Newspaper Reading.** Most people feel that the daily newspaper is an easy thing to read, but they fail to realize how rarely one stops to make a careful study of a newspaper article. Students come to high school bored with the usual current events reports, but I've discovered that they seldom are able to really interpret the daily paper. Certain terminology such as peace pacts, mediation, "lockout," etc., seem difficult for a student to comprehend.

I usually take certain basic concepts or ideas which appear frequently in foreign news and go over them for members of the class. Students are asked to underline words which they can't pronounce or which they can't understand. Vocabulary spelldowns are held. Students strive to increase their vocabularies through reading the daily paper. Students are taught to comprehend the drama page, financial page, editorial page, and woman's page, as well as the news divisions of a paper. A unit on parts of speech can easily be correlated with this newspaper study.

2. **Pamphlets and magazines** are brought to the class and assistance is given in interpreting them. Students read magazines on contemporary affairs. Current affairs tests in the manner of Time Magazine are given to the students. One interesting project last year was the compilation of a Who's Who for the classroom.

### Interpretative Reading

Motivated reading offers many problems to the teacher. A very successful form of motivated reading in my class was termed interpretative or original reading. My interpretative work with a class is usually presented at the conclusion of a unit-of-study.

However, this time I allowed students to interpret their reading at the beginning of their unit. Students were offered a large unit of reading on Pan Americanism, and could study any Pan-American country which they so desired. However, no

(Please turn to Page 38)

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

NUMBER 5 ♦ 183

MAY 1939

VOLUME 35

### COUNCIL OF EDUCATION

ANNUAL MEETING, APRIL 8, PALACE HOTEL, SAN FRANCISCO

*Roy W. Cloud*

CALIFORNIA Council of Education, legislative body of California Teachers Association, held its annual meeting April 8 in San Francisco.

Important committee meetings and conferences on April 7 included the Coordinating Committee and the newly-created State Committee on Policies and Plans, of which Dr. Sexson was elected chairman for a term of five years.

At the annual meeting of the State Council the members of the Board of Directors were elected. Representing the six sections were—Bay Section, John F. Brady, San Francisco, and Walter T. Helms, Richmond; Central Section, Lawrence Chenoweth, Bakersfield; Central Coast Section, Robert L. Bird, San Luis Obispo; Northern Section, Ralph Everett, Sacramento; North Coast Section, W. A. Chessall, Ukiah; Southern Section, Ida May Lovejoy, San Diego, Mrs. Pauline Merchant, Garden Grove, and Mary Virginia Morris, Los Angeles.

On reorganization the Board unanimously elected John F. Brady, chief deputy superintendent of schools, San Francisco, president and Ida May Lovejoy, teacher in Sherman Elementary School, San Diego, as vice-president of California Teachers Association.

Mr. Brady comes to the presidency

with a fine record of service in the Association. During the past four years Dr. John A. Sexson, superintendent of schools, Pasadena, has served as president.

Mr. Brady has served as vice-president and on several occasions has assumed the executive position when it was impossible for Dr. Sexson to

*John F. Brady, San Francisco  
President-elect, California Teachers  
Association*



be present at meetings of the Board or Council.

During a comparatively long and successful period of teaching Mr. Brady has served as a high school teacher, a junior high school principal and chief deputy city superintendent of schools.

Ida May Lovejoy, the vice-president, for several years past has been in the San Diego City Schools and has served as president of San Diego Teachers Association.

Mary Virginia Morris, the only new member of the Board of Directors, is a teacher in Soto Street Elementary School, Los Angeles, and takes the place of Dr. Sexson, who continues on the State Council but declined re-election as a member of the Board. Roy W. Cloud was reelected state executive secretary and treasurer.

Dr. Sexson became president of California Teachers Association in 1935, succeeding Willard E. Givens, who resigned to become secretary of National Education Association. During his four years as president, Dr. Sexson has brought renewed unity into the state organization and has worked untiringly to give to the members of the Association a better professional understanding of their responsibilities in the California school system.

During this past year he has served with distinction not only as president of California Teachers Association but also as president of the American Association of School Administrators. His increasingly professional duties have taken so much of his time and



**John A. Sexson, Pasadena**  
**President, California Teachers Association,**  
**1935-39; Chairman, State Committee**  
**on Policies and Plans**

energy he decided that he would not continue in the presidency. Dr. Sexson was unanimously reelected a member of the Board but asked to be relieved of the responsibility.

He expressed his appreciation of the honor conferred and will continue as an active worker in the Association and on the State Council, and as chairman of the new Policies and Plans Committee.

California Teachers Association now has a membership of approximately 37,000 teachers. Under its newly-elected officials it will continue its active participation in educational and public affairs to the end that California's children and the teachers in the schools shall have every opportunity of maintaining California's democratic institutions.

\* \* \*

### SCHOOL BOARD POWERS

*Roy W. Cloud*

San Francisco City Attorney has ruled that the San Francisco City School District may expend tax funds to prepare and give a pageant when the purpose is for the educational benefit of the children and not merely for entertainment value.

San Francisco City School District will produce a pageant, *The Span of Gold*, first

presented at the Golden Gate Fiesta. The Board of Education determined that the same pageant should be used during Public Schools Week and for the N.E.A. summer meeting in San Francisco in July.

The Comptroller of San Francisco ruled that the presentation of this pageant during Public Schools Week and during the N.E.A. convention was not an educational activity and therefore monies collected by taxes for the use of the public schools could not be expended in its staging and other features.

The Board appealed from the opinion of the Comptroller and the City Attorney ruled as follows:

The Board of Education of San Francisco is the Board of Directors of a legal entity, to-wit: the San Francisco Unified School District, and the San Francisco Unified School District is not a part of the official government of the City and County of San Francisco, and as a unit it has full power in connection with the operation of the San Francisco Public Schools.



**Ida May Lovejoy, Teacher, Sherman School,**  
**San Diego; Vice-President, California**  
**Teachers Association**

## PICTURING THE SCHOOL

*Dan O. Root, Teacher, Armijo Union High School, Fairfield, Solano County*

**D**URING this school year Oscar C. Spohn, head of the science department, under direction of J. E. Brownlee, principal, at Armijo Union High School, took a series of motion-pictures that are interesting, as well as extremely valuable, to the students, school, and to the community.

Such pictures depict more accurately, vividly, and forcefully school life, activities, programs, and achievements, than any other medium can possibly do, and they are always available for any desired purpose.

The apparatus used was a 16-millimeter seven-speed camera, a 16-millimeter precision-projector, and a battery of four floodlights. Ordinary slow-action film was used in making the pictures.

One film, titled *Armijo Publications*, pictures all of the activities inherent in publishing the weekly school paper *The Armijo Student* and the annual school yearbook, *La Mezcla*. One of the highly desirable features of such a film is that it shows every student in the school at least once, and most of them several times; which, after all, is the chief reason for having a motion-picture outfit in the school's possession.

The forepart of the film depicts the students putting out the school paper, a

mimeographed publication, and shows the students actually in the process of preparing the copy, typing the copy, stenciling the copy, mimeoscoping the stencil, proof-reading the stencil, mimeographing the pages, assembling the paper, putting the cover on and dating the paper, securing the principal's approval of that issue of the paper, selling the paper, reading the paper, checking in the returns from sales, inspecting the exchanges received, and mailing out exchange copies. At the beginning of the film are shown some closeups of various covers used on the paper during the school year.

The second section of the film deals with putting out the annual yearbook. Pictures were taken of the staff in conference, the Seniors deciding on a photographer, and the selection of a cover. Then, when the photographer came to the school to take the group pictures, Mr. Spohn took moving-pictures of each group at the same time the commercial photographer did. In this manner every student in school is included in the film.

Thus a comprehensive summary of school activities and personnel for one school year has been secured, and will always serve as a valuable source of information and entertainment, for the film tells a story not otherwise possible.

Thus, at a nominal cost, Armijo is assembling a visual library, highly interesting, instructive, within the range of high schools everywhere.

## GREAT CONVENTIONS

RECENTLY a brilliant group of significant and forward-looking educational conventions, of interest to school-people not only in California but throughout the West, were held in California. The officers, leaders, and other participants, who prepared and participated in these distinguished conferences, are worthy of hearty congratulation.

1. California Teachers Association State Council of Education held its annual meeting, April 8, Palace Hotel, San Francisco. Important committee meetings and conferences, April 7, included the Coordinating Committee and the newly-created state Committee on Policies and Plans, of which Dr. John A. Sexson is chairman.

2. California Elementary Principals Association held a conspicuously successful convention April 2-5 in Oakland, with convention headquarters at Hotel Oakland.

3. A national convention of unusual importance was that of American Association for Health, Physical Education and Recreation, which held its 49th annual conference, April 3-6, in San Francisco and the Bay area.

4. Under auspices State Department of Education, the California Secondary School Principals met in annual convention, April 3-5, with Hotel St. Francis as headquarters.

5. California-Western Music Educators Conference, one of the West's great gatherings, met April 2-5 at Long Beach, with a very large and enthusiastic attendance. Notable fea-

tures of this conference are the magnificent concerts by choruses, orchestras, and other school musical groups.

6. Pacific Arts Association, representing another great field of modern education, met April 1-4 in annual session, in San Francisco. The delegates represented not only all parts of California, but other Western areas.

7. A substantial and scholarly group, comprising California Educational Research Association, Northern Section, met in annual meeting, March 31-April 1, with headquarters at Hotel Empire, San Francisco.

8. State Conference on Business Education was held jointly, April 1, under auspices of State Department of Education and Federated Business Teachers Associations of California, meeting at Hotel Whitcomb, San Francisco.

9. At Westlake Junior High School, Oakland, April 7-8, the Progressive Education Association, Northern California Area, held a crowded spring conference, outstanding both for its inspirational and practical features.

VIOUSLY an entire issue of this magazine could easily be overfilled with only a tiny fraction of the material presented at any one of these great conferences. The above outline serves to indicate, however the richness and diversity of these organized programs of professional improvement and fellowship.

### National League College

NATIONAL League of Teachers Associations will conduct its 14th Annual League College at Stanford University, July 10-21. This two-week period is a training-school for leaders and potential leaders in classroom teacher organizations. It is open to any individual who wishes to attend. Organizations are urged to send their presidents.

This year the theme of the session is Democracy and Educational Progress,

with stress on forum discussions of public relation problems for use in local communities.

Tuition, \$15; two credits of graduate or undergraduate credit will be awarded to those attending the course and completing a term paper by September 1. For further details address Ida May Lovejoy, western vice-president, 2954 Laurel Street, San Diego.



*Helen Holt of Alameda; State Director for California, National Education Association, who is directing a great campaign for the N.E.A. summer meeting in California.*

\* \* \*

### American Industrial Arts Association

CONFERENCES on industrial arts teacher education in Cleveland during meetings of American Association of School Administrators concluded with a constitutional convention at which industrial arts representatives from 20 states prepared and adopted a constitution for the creation of American Industrial Arts Association.

The following were elected to serve as officers: **President**: William E. Warner, Ohio State University; **vice-president for elementary school programs**: Heber A. Sotzin, State College, San Jose; **vice-president for secondary and special school programs**: Lester C. Smith, University of Chicago High School; **vice-president for higher and teacher-education programs**: Ralph W. Swetman, Principal, State Normal School, Ossego; **vice-president for adult and out-of-school programs**: Burl N. Osburn, State Teachers College, Millersville, Pennsylvania; **secretary**: William H. Coppedge, Alabama Polytechnic Institute, Auburn; **treasurer**: John J. Hatch, State Teachers College, Newark, New Jersey.

\* \* \*

R. E. Burton, biology instructor, Santa Cruz High School, has been writing weekly articles about points of interest in the locality for Santa Cruz Sentinel. His biology and forestry classes have been doing interesting field work and have made, mounted, and labeled several interesting displays of shells and leaves.

E. K. Bramblett, principal of the Evening High School at Pacific Grove, and president, C.T.A. Central Coast Section, was recently elected mayor of Pacific Grove, winning by a substantial vote.

## A CREATIVE ADVENTURE

Edson Caldwell, Teacher, Livermore Elementary School, Alameda County

**I**T all happened quite unexpectedly, at Alturas, Modoc County. One of those times when a teacher, on coming into the room, senses the mood of the class sufficiently to know that something more vital to living is uppermost in their minds at the moment than any of the items listed in the textbook or the course of study.

It was a fresh April morning. Eager, happy children filling the room. Small hands clutching the first flowers of spring.

As always on Monday mornings, I devoted a part of our opening period to free oral expression, an opportunity to share interesting experiences that had occurred over the week-end.

On this occasion their response was so singularly replete with charming little observations about the beauty and wonder of the world about them, that I grasped for some means to further this recital of intimate appreciations.

The corrected papers from Friday's arithmetic test already were laid out on my desk, but why break the spontaneity of their spirit by struggling with compound fractions?

Prompted by a sudden wistful inspiration, I went to the board and wrote, "The Loveliest Things I Know." Then I asked, "What would you like to do this morning?" We presently agreed that each one would make a list from his own memory of some of the things that were delightful experiences, a number of the loveliest things that each could remember.

Shirley quickly volunteered to give an example with "I like to hear frogs croak at night." Carroll said he liked to listen to a meadow-lark in a field. Those I shortened to "hear frogs croak at night," and "listen to a meadow-lark in a field," and wrote them under the heading.

Now nearly everyone wanted to cite further examples, but in order to avoid any tendency toward imitation, I insisted that we begin writing. I also listed the five senses on the board, explaining that they might aid in recalling a greater variety of moments of special pleasure.

Here is a sample list:

Listen to a meadow-lark in a field  
Feel rain on your cheeks  
Watch an eagle soaring  
Climb up a hill and look back down the trail  
Hear a train pull in at night

Watch fish swim  
Hear the steady beat of a powerful motor  
See fresh-fallen snow on trees  
Warm bed on a cold windy night

What pleased me most was to note that these observations were taken from experiences that I knew to be an integral part of their lives. Perhaps the steamboat whistle, ocean liner, or beach were movie memories or remembered from a casual visit during the summer vacation. But not the wild geese, the skiing, the wind, the train whistle's eerie echo, or the pines, campfires, meadow-larks, bawling cattle, and the cliffs and canyons.

Living in an isolated, picturesque mountain valley, surrounded by a rampart of rock and pine, these Modoc County children had selected experiences that were truly imbued with a sensitive appreciation of the beauty of the world about them.

Those who wished to (which immediately included everyone), read their lists to the class. I encouraged them to pause and explain some of them more fully, telling in just what way the experience appealed to them or the circumstances under which it happened. This was a most enjoyable proceeding for all members of the class. Everyone was able to make contributions.

Next day in Language period I asked the class how we might use these lists for further English activities. We decided that we might know more about these observations if they were described further, a complete picture being presented.

This gave opportunity to carefully describe the emotion experienced and to create a greater sensitivity of feeling. The appreciation of loveliness can be made keener by a more intimate observation of all the elements contributing to a single beautiful experience. A typical description follows:

(line) See a creek running through a meadow  
I can see the grass bending in the wind. The cows are wandering slowly along the creek banks. A meadow-lark flies through the sky. A crane is standing on one foot and looking for mice. A cat sneaks along through the swaying reeds. Clouds are moving through the air high up above me and the wind is blowing my hair in my face.

Some of the experiences also lent themselves admirably to verse writing; many suggested a good theme or opening line for a poem. During the verse writing I allowed those who wished to go outside and find a quiet attractive spot for each to use while doing his writing. Others preferred to sit

near the windows of the room. A typical verse was:

(line) watch floating clouds  
Clouds  
Here, there, everywhere,  
Going, going, going  
Never anywhere.  
Sometimes staying,  
Sometimes straying,  
But never standing still.

These lists were also used for art work. Some drew sketches to illustrate some of their word pictures or descriptions. Those who did not feel able to do sketching drew attractively designed borders on their paper or did some artistic lettering work.

Some hunted through a stack of magazines and found appropriate pictures to illustrate their themes. After being posted on the bulletin-board these illustrated poems were put in the class scrap-book.

**T**HE most enjoyable moments of my work in the schoolroom have been those experiences involving creative activities. Every teacher who attempts such adventures is sure to receive a shock at the outset.

Even the dullards whom he thinks are positively impossible will produce highly commendable contributions, often outstripping the meritorious "A" students who lead the class in the textbook subjects. Some undiscovered recess in the heart of a "backward" child often responds to the beauties of nature as genuinely as does the soul of his academic superiors.

It causes us to wonder if our yardstick for pupil measurement is very comprehensive. We classify a certain pupil as "D," "Unsatisfactory," or "Failing," with a few added checks at report card time on character traits that we superficially diagnose as contributing factors, all because he does not respond to our routine of instruction in the "tool subjects."

Since he is definitely classed as "below average" in these studies it is therefore assumed that he is also lacking in intelligence, inheritance, and educational potentialities — probably incapable of profiting by "creative" endeavors. Perhaps that is just what he will respond to most.

Paradoxically, my experience has often revealed that the finest poetry in the class could be written by pupils who otherwise were the dullest of learners.

It is also significant that nearly all of the pleasurable recollections noted by the above sixth graders directly concerned the Out-of-doors. (The home and school are conspicuously absent.)

Does the school or can the school more effectively capitalize upon the possibility of making the world of Nature a more vital part of its activities?

I have tried to describe one simple method. (Please turn to Page 46)



We become acquainted with our framework

## PHYSIOLOGY

*Florence Harriette Logee, Physiology Teacher, Phineas Banning High School, Wilmington, Los Angeles City Schools*

**R**IPLEY doesn't have a corner on all interesting facts—the physiology teacher is able to supply a few also!

Here is just a suggestion of the many "discoveries" made in the physiology classes of the science department of Phineas Banning High School, as well as in many other Los Angeles schools.

For instance, did you know that if all the tiny, flat red corpuscles in your blood were stacked one on the other, this column would reach from the earth to the moon and half-way back again? This is a distance of more than 350,000 miles.

Every adult human body contains about 10 pints of blood. All of this liquid passes completely through the body—from the heart back to the heart again—in something like 15 seconds. As the heart is responsible for the circulation of the blood, it must beat more than 100,000 times in 24 hours—a real day's work!

Within our blood stream, we maintain a vast army of soldiers; these are the white corpuscles which attack any germ getting in from the outside. Occasionally the germs win, but usually our own army is victorious.

Each kidney contains more than 9,000,000 tiny tubes. The blood must pass through this stupendously small filtering plant every few minutes.

And your food tract, or alimentary canal, is six times as long as you are tall. It includes your mouth, esophagus, stomach, and intestines. Such a lot of footage, no wonder people suffer from discomforts in this region.

As many buildings are made of bricks, so

all plant and animal bodies are built up of cells. The more complex of these contain many millions of cells, all of them too small to be seen without the aid of a microscope. Yet, strangely, certain nerve cells may be three feet long! These are the cells which reach from the spinal column down into the foot. Messages travel rapidly along nerves, something like 4½ miles per minute. When you step on a nail, your brain knows it within one-seventieth of a second!

Although facts are often interesting, they must be used in some way—be functional—if we would discover their real value.

Therefore, in the physiology courses offered today, boys and girls are taught how to take care of their wonderful bodies and minds; they are shown that blood can do its best for us only when it has the right care, that hearts are efficient only when they are healthy, that 9,000,000 tubes in the kidneys deserve sympathetic understanding!

And that although there is no such thing as a "nervous break-down," there are many ways to avoid this unhappy condition which for so long was blamed on the nerves.

Physiology nowadays might be termed *How to Live Well*, for that is the field we try to cover in such a course.

## Delta Phi Upsilon

**D**ON June 26-28, Epsilon chapter, Delta Phi Upsilon fraternity and its local alumnae will be hosts to the 16th annual national convention of the fraternity, in San Francisco. The members of both groups, ever mindful of their fraternity's high purpose, which is "to promote professional attainments and to set a high goal of achievement before the undergraduate and graduate students," have for several months been planning each day's convention activities.

In January, 1923, Delta Phi Upsilon, then designated as a national honorary professional kindergarten-primary fraternity, was founded at Broadoaks School of Education at Whittier College, Pasadena. Delta Phi Upsilon has grown and progressed. Chapters have been added, the last being Theta chapter, established in 1933 at San Jose State College.

Alumnae associations composed of graduate members have been organized. The scope of the fraternity has been enlarged to meet the constantly changing need of the education of early childhood. At present the fraternity is known as Delta Phi Upsilon, national honorary fraternity of early childhood education.

*A practical laboratory lesson in the care of our feet*



## SCHOOL DENTAL CARE

### THE DENTAL PROGRAM OF NEWARK SCHOOL

*John I. Mac Gregor, Principal, Newark School, Alameda County*

**I**N view of the increasing consciousness of the need for adequate dental care the Newark Elementary School has in operation at the present time a dental program that is different from that found in most schools.

In 1938, Washington Township Health Center and the Board of Trustees of Newark School established a complete dental dispensary in the school, and secured a certificated dentist to administer the program.

The purposes of the program may be divided into two parts in that the work undertaken first provides for preventive and then for corrective dental work with the children, and, as the work progresses, the parents are asked to be present at a visit to the dentist by their youngster.

Thus the dentist has the opportunity to talk with the parent about the mouth condition of the child and in a measure provides adult dental education.

In putting the plan into operation the equipment was located in a room having adequate light and desirable facilities for waiting patients and parents. The services of a dentist and his nurse were made available to the school on Wednesday mornings from 9 to 12, the time allotment being 3 hours weekly.

Letters were sent to the parents informing them that their children could have dental treatment for the nominal sum of 25 cents a visit, this charge being made to defray the cost of supplies. The parents desiring this service for their children were asked to sign the letter giving their written permission for treatment to be given to their children. No work is done until the letter is returned signed to the school, and it is then filed for future reference.

The immediate response to the notices was most encouraging, and, because of the number requesting dental work, the number of children to be

treated in one day was limited to 12. The 12 to be treated are given appointments by the nurse one week in advance in order to have the work progress smoothly, and in this way there is a minimum of time taken from regular classes. However, in case of emergency, children needing immediate care are treated before those whose troubles are less urgent. The plan throughout has been to first work with those needing care the most.

A complete dental record is made of each student receiving treatment. The record consists of diagrams of the deciduous teeth and the permanent teeth. As work is done it is recorded on the diagrams, and in this way a record of the finished work is always available.

The record, apart from the diagram consists of the following information: name, dates of visits, age, sex, race, number of cavities, number of fillings, teeth not erupted, teeth lost, hygiene of the mouth, pathology, irregularities, recommendations, diet habits, abnormalities, and remarks.

#### Corrective Aspects

The individual record has spaces for five visits, and after each visit to the dentist the above data is recorded by the dentist or his nurse. It is then filed until the next visit. When an individual's work is completed the record card is retained for future use.

The corrective aspect of the program has worked advantageously in that it has provided a means of having children's dentistry done for a nominal cost for those who are unable to pay regular fees. There is a tendency to put off needed dental work; thus undermining the general health of the child because of economic stress in the family. However, with this opportunity for low cost care there is no reason for delaying treatment.

This program has provided dentistry for a group who cannot afford to have this performed by a dentist in

private practice neither are they able to secure treatment from other existing agencies because they are not on relief.

**T**HE most important value of the program is that of educating the students and their parents in prevention rather than in correction. The dentist has been able to stimulate a dental consciousness among children and their parents by talking with the youngsters and their parents. By having the mother attend during a visit of the child to the dentist, it is possible to show the mother the exact mouth condition of her child and to advise her how the condition may be improved.

The school dentist, since this plan was placed in operation, has examined and treated some 150 cases. The school records for the first two months of operation show the following work done:

Number of children examined .....	75
Number of children treated .....	63
Number of cement fillings .....	14
Number of silver fillings .....	73
Number of prophylactic treatments .....	13
Number of extractions .....	25
Number of cavities recorded .....	227
Number of permanent teeth treated .....	33
Number of synthetic fillings .....	8
Number of abcessed teeth .....	19

The average number of cavities per case for the group was 3.02. There were only three cases where no cavities were found, and the largest number of cavities found in a single case was 14.

There are several possibilities for the future that are being considered. The program has spread from this school to four other schools in this vicinity. If other schools adopt the plan until it has a larger scope, it would then be possible to send a complete dental record with the child's transfer in case of a change of school attendance.

Because the work has been but comparatively recently started a detailed study of any deficiencies found would be of little value. It is planned that after considerable work has been done, a detailed study of the work as a whole will be made with the object of determining the reasons for the deficiencies found.

\* \* \*

Iroquois Publishing Company (home office, Syracuse, New York) has issued several recent important school texts:—1. *Iroquois New Standard Arithmetics*, Book Two, for grades five and six. These arithmetics by DeGroat and Young are issued in a three-book series and in a six-book series.

2. *Steps to Good English for High Schools*, by Shattuck and Cauley, which is Book Three, *Steps to Good English Series*.

# MIGRANT CHILDREN

## GROWTH IN KERN COUNTY SCHOOLS DUE TO MIGRATORY LABOR

*Mrs. Lila P. Bradley, Bakersfield, Deputy County Superintendent of Schools*

**I**N many parts of California and particularly in Kern County an intensive type of agriculture is carried on which requires a large supply of migratory labor. During the cotton and potato seasons itinerant laborers and their families pour into the county by the hundreds.

There was an increase of 127% from 1935 to 1937 in the cotton acreage alone in Kern County. Each year this problem of the migratory laborers continues to grow and to create new problems, not only in the schools but in every department of the county.

Table 1 shows the very rapid increase in school attendance, beginning in 1934-35 and continuing up to the present. Enrollment figures for the present school year indicate that the school population is still increasing rapidly in this county. Table 2 shows that during the school year 1937-38 there were 17,708 transfers received. This does not represent 17,708 different children, however, as a child moving two or three times within the county is counted for each move.

Where do these laborers come from? Table 2 gives the previous location of the pupils, and also the supposed destination when they leave. Nearly 50% of the out-of-state entrants came in 1936-37 from Oklahoma. The large part of the other out-of-state entrants come from Arizona, Texas and Arkansas.

Table 3 shows the states where children now enrolled in Kern County were born. It is surprising to find that only 25% were born in Kern County, and only 22% in California outside of Kern County, making a total of only 47% of the children enrolled who were born in California.

These children of the migratory laborers come from other states where it is reported that the attendance law are not as strictly enforced or where the school year begins after the cotton crops are harvested.

In consequence, children often enter as late as October in our schools who have not been enrolled anywhere before during the school year, or in the case of older children possibly have not been in school for one or two years previously. Then they continue to move about the county or the state after they have entered.

Table 4 shows that 40% of the children had moved once, 24% moved twice, and 70.8% of all the children enrolled moved

one or more times during the school year 1937-38. It is more than probable that many of these children have moved from school to school before they entered this county.

Even when the children use the same course-of-study it will readily be seen how difficult it is for the migratory child to acquire sufficient information to do even the minimum amount of work required for one grade in one school year.

Before 1936-37, enrollment reached its peak in the fall during the cotton season. Then it dropped during the second and third quarters, to increase slightly again in

the spring. But for the past two years the enrollment has steadily increased during each quarter, and there has been no decrease at any time.

This means that the people who come to work in the seasonal crops remain, trying to eke out a bare existence with the occasional work which they can pick up during the slack seasons, or with the help of the federal and county relief agencies.

The attendance problem created by these migratory laborers is a considerable one, although it appears from the school records that most of the parents are making a sincere effort to keep their children in school as much as possible.

In a study of the number of school days lost by children in 1936-37 moving from one school to another within Kern County it was found that of 410 cases studied where different children moved one or more

(Please turn to Page 44)

Table 1. State Enrollment in Kern County

Totals	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38
Kindergarten	1,318	1,225	1,048	1,207	1,182	1,224	1,241
Elementary	14,633	14,064	13,959	16,592	16,785	19,551	20,603
High	4,670	4,721	4,996	5,390	5,985	6,477	7,140
Junior College	859	1,165	1,182	1,105	1,114	1,010	1,130
Grand Total Enrollment	21,480	21,175	21,185	24,294	25,066	28,262	30,114

Table 2. Study of Transfers in Kern County Schools (not including Bakersfield and Taft)

	ENTERING			
	1936-37	Percent	1937-38	Percent
Not reported where previously enrolled	1,413	16.8	1,577	15.1
From California schools outside of Kern County	2,210	25.9	2,941	28.3
From schools within Kern County	3,025	35.5	4,014	38.6
From schools outside of California	1,867	21.9	1,876	18.0
Total entering by transfer	8,515		10,408	
Oklahoma	865	10.2	605	5.8
Arizona	296	3.5	441	4.2
Texas	211	2.5	245	2.4
Arkansas	123	1.4	142	1.4
Other States	373	4.4	443	4.3
	LEAVING			
Destination not reported	2,320	36.0	2,417	35.1
Left for California schools outside of Kern County	1,483	23.0	1,693	23.2
Left one Kern Co. school for another Kern Co. school	2,192	34.0	2,496	34.2
Left California	455	7.1	698	9.5
Total leaving by transfer	6,460		7,300	
Oklahoma	139	2.2	216	3.0
Arizona	125	1.9	190	2.6
Texas	61	.9	84	1.2
Other States	129	2.0	208	2.8

Table 3. Study of Birth-places of Kern County Children Enrolled During School Year 1937-38

Place of Birth	Number of Children Studied	Percent
Kern County	979	24.8
California outside Kern County	887	22.5
Oklahoma	947	24.0
Texas	300	7.6
Arkansas	182	4.6
Arizona	109	2.8
Missouri	84	2.1
Kansas	53	1.3
New Mexico	45	1.1
Colorado	45	1.1

## C. T. A. Classroom Teachers Department Central Coast Section

*Donald G. Wright, President, Teacher, San Luis Obispo Junior High School*

**A**T the annual meeting, C.T.A. Central Coast Section, a revised constitution of the Classroom Teachers Department was adopted. This constitution provided for the appointment of an executive board by the president from members of the Section Council. Those appointed to serve on this board are:

**San Benito County** — Mrs. Theodora Shaw, San Juan Bautista Union School; Mrs. Hazel Bengard, Hollister.

**Santa Cruz County** — Marjorie Dunlap, Watsonville Union High School; Samuel P. Reed, Mission Hill Junior High School, Santa Cruz.

**Monterey County** — Georgia Rouse, Pajaro Union School, Watsonville; Arthur Hull, Sunset School, Carmel.

**San Luis Obispo County** — Norma Tolson, Senior High School, San Luis Obispo; Richard Wells, Hawthorne School, San Luis Obispo.

### The Executive Board

The above, together with the following officers, constitute the executive board:

**President** — Donald G. Wright, Junior High School, San Luis Obispo. **Secretary** — Ray Robinson, Mission Hill Junior High School, Santa Cruz. **Vice-President** — C. O. Moulder, Watsonville Union High School.

First meeting of the executive board was held at Kings City in February. Chairmen of the following committees were appointed from the board to serve for a period of one year or until a successor is appointed:

**Extension Committee** — Samuel P. Reed, Santa Cruz.

**Education Committee** — Norma Tolson, San Luis Obispo.

**Legislative Committee** — Arthur Hull, Carmel.

The committee chairmen are to select not more than four teachers to work with them in their respective groups.

The Extension Committee has the task of devising ways and means of promoting C.T.A. membership and assisting in interpreting the schools to the public.

The Education Committee has been asked to cooperate as far as possible in the C.T.A. discussion-group programs in this Section and to bring to the attention of the department any educational matters of a professional nature that should be sponsored by this organization.

The Legislative Committee will study current problems in educational legislation in such a way as to assist in promoting the work and efficiency of the teaching profession.

The committee chairmen will report on the work of their respective committees at the meetings of the executive board. Findings of importance will be referred to the

Section Council or directly to the State headquarters.

Department finances were discussed. A definite arrangement for an adequate financial support was arranged with the Section Council, which met the same day. The department funds will be used to increase C.T.A. membership, to inform teachers of legislative action that pertains to the classroom teacher, to send a representative to N.E.A. convention and for other expenses necessary to the department.

The executive board asked the section Council to set aside Monday afternoon of the annual meeting of this Section for the Classroom Teachers Department program and business meeting. This was granted by the council.

The Spring Delegates Meeting of this Section was held at Hollister, March 25. The program was arranged by officers of Central Coast Section and the Department of Classroom Teachers. Roy W. Cloud, state executive secretary, reviewed current educational legislation; Section Constitutional Amendments was reported upon by the Classroom Teachers Department president; C.T.A. study groups were discussed by Arthur F. Corey; Dr. Staffelbach outlined Tenure, as it is and may become in the State.

## FEDERAL AID

*Roy W. Cloud*

**I**N March 21, the Committee on Education and Labor in the United States Senate favorably reported the Harrison-Thomas Bill, S. 1305, which, if passed and signed by the President, will provide Federal aid for public education.

Having received its "Do Pass" from the Senate Committee, this measure is now before the Senate for consideration and action.

It is to be hoped that it will soon be sent to the House of Representatives for its consideration.

A similar bill, H. R. 3517, introduced by Congressman Larabee, is before the House Committee on Education. It is possible that this bill may also be sent on its way shortly.

\* \* \*

Know Your School Principal is leaflet 49, United States Office of Education, Washington, D. C.; issued at request of American Association of University Women as one of a series of study-outlines; it should also be of interest to P.T.A.'s and to school principals.

## TRIBUTE TO THE TEACHER

*Excerpt from Walter Winchell's Broadcast; published through courtesy of National Broadcasting Company*

**A**TTENTION, MR. AND MRS. UNITED STATES! In the last year two republics have fallen before the advanced squadrons of the Nazis. They died not by bullets but by infection. For the new and deadly weapon is Propaganda.

The two fallen nations, ladies and gentlemen, teach a great military lesson to America. Their fate proves that unless guarded, a nation's soul is more easily conquered than its coastline.

The poison battalions seek no open measuring of forces; with a snake's cunning they seek to paralyze the nations by injecting hatred and intolerance into its life stream.

And so, on the world front our

Navy is no longer our first line of defense.

Our first combat divisions are the Public School Teachers, and upon each of them descends a sacred duty.

For they must forever dispel darkness by giving early light. They must meet the poison of race hatred with the inoculation of tolerance.

They must arm each child invincibly with the truth. For in the light of international events their horizon has enlarged.

The school teachers are no longer merely helping children to develop themselves.

They are fighting, the School Teachers are fighting in the first-line trenches for the life of the republic.

■ A welcome never equalled  
in our publishing history



has been given by the nation's schools to

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Business law, modern in content and approach.

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## MEMORIAL DAY

### A PROGRAM FOR MEMORIAL DAY

*Esther L. Siebe, Teacher of Social Studies, Kit Carson Junior High School, Sacramento; H. F. Clarke, Principal; Bessie Strevel, Lucille Waldo, Mrs. Ruth Iliff, committee*

**T**HIS program was successfully presented at our school in tableaux. The series begins with the Civil War, out of which originated this day dedicated to our heroes, and builds to the final scene of world fellowship and international peace.

Each tableau is given with an accompanying explanation by a student speaker, who, at times, is assisted by other speakers. The principal speaker, referred to here as the First Speaker, remains at right down stage, in front of the curtain, throughout the entire performance. With good back stage assistance and ample practice the pauses between scenes need not be disconcerting to student nor spectators.

The assisting student speakers take their respective places at left down stage, also in front of the curtain, shortly before the music starts, and remain there only until the curtain again closes. The tableaux are also accompanied by background music.

String music is preferred. It is advisable that the musicians be concealed from the view of the audience. Music selected should be in relation to the spirit of the scene.

The stage is reduced in size by means of dropping the maskers and drawing the side draperies. When the grand curtain is a little more than half-opened, a frame for the picture is thus formed. Overhead, foot and a spot, attached to the light bridge, furnish adequate effects for lighting.

This program has been actually presented in student assembly, as here described, and with very appreciative reception. Modifications of it are very possible, however. It might be advantageous for the director to use other poetry, music, explanations and, in some instances, other characters.

The program runs off relatively fast when it is finally assembled, taking at the outside 35-40 minutes.

A musical number, sung either by a girls or boys glee club, makes an attractive opening for the program. As given, a girls glee club sang Memorial Song. Following the musical number the student speaker takes his place on the apron of the stage, near the center, entering from the right end, and says,

"Once again we gather to honor our fallen brave, to recall their deeds of patriotic sacrifice, and to lay at their shrines our tributes of love and flowers.

"No more they answer the bugle call—these silent heroes of ours, yet imperishably they live in our memory, treasured, honored and revered by a loyal and devoted republic.

"They sleep beneath the stars and stripes and their requiem is sung by liberty-loving people of a harmonious and united nation.

"Today we bring our flowers, tributes of grief, emblems of affection, testimonials of remembrance, sorrowing in their martyrdom, rejoicing in their deathless fame." — Taken from Days We Celebrate — Irish; published by T. S. Denison & Company, 203 North Wabash Avenue, Chicago.

The speaker then steps to the right, a little beyond the edge of the open curtain. Here he remains throughout the performance.

The following procedure may be adopted for the showing of each tableau: The music begins before the curtain parts and plays throughout the presentation. There is a slight decrescendo during the speaking, and the music continues, even after the curtain closes, until an appropriate ending is reached. When the curtain opening fully reveals the scene, and has stopped moving, the First Speaker gives his reading.

In scenes when he is assisted by other students he turns toward the Second Speaker, at the end of his own reading, in recognition of him. All readings are memorized.

#### Tableau 1. A Broken Family During the Days of the Civil War

**Characters** — A Southern family (father, mother, two grown sons, small daughter of nine or ten) and the Mammy.

**Properties** — A small table (3 or 4 feet long), covering for the table, sewing-basket, vase of flowers, and an old-fashioned chair.

**Music** — March of the Brave....Zamecnik

**Explanation of Grouping** — Table in center of stage. Mother, seated in chair to right center, rests elbow on left arm of chair holding handkerchief in left hand.

Daughter stands on other side of table holding arm of the brother in Blue.

Father stands in back of mother with hand on shoulder of son in Gray.

Both sons face spectators. Both carry guns and flags. The flags are of their respective armies.

Mammy in center up stage stands with bowed head.

**Reading** — How tense were the days of the Civil War! Families were torn apart! Brother fought against brother! The fate of these United States hung in the balance. Would we have one strong, united nation,

or would our country be divided? These were indeed important problems to be solved.

#### Tableau 2. The Reading of the Gettysburg Address in the South

**Characters** — Same family, with the exception of the two sons, lady and gentleman neighbors, and Mammy.

**Properties** — A fireplace, fire, two old-fashioned chairs, hassock, a small round table, an old lamp, clock, pewter candlesticks, white drip-candles, pewter tray, and four glasses.

**Music** — My Old Kentucky Home....Foster

**Explanation of Grouping** — Fireplace is in center of stage. Father sits on one side of it reading from a newspaper. Neighbor lady looks over his shoulder from behind his chair. Child sits on hassock at his feet.

Mother sits on other side of fireplace. Mammy stands off in back of her holding a tray and glasses.

Neighbor gentleman leans arm on mantel. All characters assume a listening pose.

**First Reader** — During these days of unrest came a message from Abraham Lincoln. It was his famous Gettysburg Address. Although it was written for the dedication of the great northern cemetery, it was read with much interest by the people of the south as well as of the north. All realized that truly great American was endeavoring to do his best for his country. How familiar to us are the words of this great Speech —

**Second Speaker** — (a boy) Gives the Gettysburg Address. Not until he gets fairly well into the address, does the curtain begin to close. They then move very slowly.

#### Tableau 3. Origin of Memorial Day

**Characters** — The two Civil War soldiers and four tall slender girls of approximately same height.

**Properties** — A large American Flag on a stand.

**Music** — Melodie .....Reynard

**Explanation of Grouping** — Flag is in center of stage, waving (electric fan is used back stage). Soldiers stand in front of flag clasping the right hand of the other.

Girls stand in back of flag in two groups. They are dressed alike in long white organdy dresses and they hold in their arms large bouquets of mixed flowers.

As the curtains close the lights are dimmed, leaving only the spot on the waving flag.

**First Speaker** — The Union was saved! The nation again united, forever to stand undivided. Always grateful will America be to those who had sacrificed their all that unity should be preserved and that lasting harmony be forever established. Thus she made effort to demonstrate her gratitude —

thus she early paid tribute to her honored dead —

**Second Speaker** — (a girl, dressed in white sport)

"The war was o'er, and peace again  
Her smile on the land had lain,  
But hearts still bled and tears were shed  
In memory of heroes slain.

Then, in May of 1868  
General Logan, of battlefield fame,  
Commander-in-chief of the G.A.R.  
Resolved to honor the soldier's name.

That loyal hearts in gratitude  
Their love and tribute might pay  
To those who fell at their country's call,  
He established Memorial Day.

Then later, by act of Congress,  
It was legally set apart —  
Day when we honor the Blue and Gray  
With sad and grateful heart.

A day of memory and flowers  
Flowers for the Gray and Blue,  
When the North and South pay tribute  
To the soldiers, brave and true."

**Title** — Origin of Memorial day — Irish.  
Taken from Days We Celebrate, Mary Irish.

#### Tableau 4. Honoring Heroes of All Wars

**Characters** — The two Civil War Veterans, a Spanish-American Veteran, three heroes of the World War and a Red Cross Nurse.

**Properties** — Same large American Flag.  
**Music** — In Flanders Fields.....

.....David Lincoln Burnham

**Explanation of Grouping** — Three World War men take the foreground in the center of the stage. All place their right foot forward as if marching, and stand in a diagonal line.

Civil War Veterans (lined faces, grayed hair and stooped shoulders) stand together at left up stage.

Spanish-American stands at right up stage.

Nurse takes her place at center (right). The flag stands right down stage. All face the waving flag in salute.

**Reading** — "From North and East, the South and the West, from factory, farm and office, they left their homes and loved ones to answer the call to arms, — come victory or defeat, come life or death, they trustingly followed their country's banner — Never shall the American nation fail to bestow the highest honors upon our country's defenders. Their fame shall be told in song and story, their patriotism emulated by succeeding generations. Today, we renew our vows of fidelity to our loved and immortal heroes" of all wars. — Taken from Days We Celebrate by Irish.

#### Tableau 5. Peace Maintained by Arbitration

**Characters** — Seven peace delegates.

**Properties** — A long table, a plain dark-colored covering for it, seven chairs, and a miscellany of brief-case, mimeographed papers and books.

**Music** — Canzonetta .....Wellsly

**Explanation of Grouping** — Group members are dressed in dark street suits. All are seated around the table, two at each end. All in various poses hold pensive looks as if listening attentively to one who stands holding a paper. Make-up to show them as middle-aged men.

**Reading** — To speed the day when wars will no longer be the means of settling disputes is the ideal of all peace-loving peoples. Nations have realized the all-importance of this ambition and have, from time to time, made efforts to make it a world wide endeavor.

Times have been many when they have tried to settle their disagreements at table discussions but yet, the movement is in its infancy. However it is one that should grow to great power because of its merits.

Among the nations which have encouraged the growth of arbitration is our own country — America. She stands ready to promote peace at all times. To her, controversies should be settled by brain rather than by brawn.

America, too, has tasted of wars and deeply mourns the loss of her heroes. She believes it to be a debt she never can pay.

So, courageously she labors, under her convictions, to further this movement that prevents conflict and preserves lives.

#### Tableau 6. Heroes and Heroines of Peace Times

**Characters** — Explorer, nurse, writer, scientist, musician, painter, pioneer and others.

**Properties** — A table, chair, painter's easel, a stool, and drawing for easel.

**Music** — Song of Peace.....Zamecnik

**Explanation of Grouping** — Table on diagonal, near center; left, a chair. Writer sits at table near right end, wears an old-fashioned dress and uses a quill pen.

Pioneer kneels on one knee at right of table down stage. Explorer, clad in furs, stands at right down stage, close to edge of curtain.

Painter sits on stool at left down stage, sidewise to spectators, holding palette and brush.

All others stand in places designated, and hold something representative of their work, wherever it is possible. Poses taken to represent their efforts.

**Reading** — Memorial Day, today, is the day dedicated to all patriots, living and dead. It includes those whose lives have been given in other service than war.

Furthermore, both men and women stand in these ranks. Generations will come and go yet the deeds of these people will long

## WINSTON FLASHERS



**SCHOOL TEACHING** in inland China remains a strange phenomenon when compared to the American system. Chinese pupils are whacked with a bamboo rod if they cease shouting the text being memorized. . . . Intimate descriptions of the strange life and customs of the Far East, illustrated with 174 photographs, make *WINGS OVER ASIA* as fascinating as a newsreel—but no wonder, considering its authorship, Lowell Thomas and Rex Barton.

~~~~~  
**RAIN**, 300,000 tons of it, may be carried in a single thundercloud.

~~~~~  
**SYNONYMS** for "interpret" given in **THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS**—"unfolding," "decipher." . . . Fittingly our new science series for junior high schools is named **INTERPRETING SCIENCE**. In three books, by Franklin B. Carroll, this new series deciphers the mysteries of general science so that it becomes a factor of practical importance in everyday life.

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**ONE TENTH OF ONE PER CENT** of all United States post offices handle a majority of all pieces of mail.

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**"ALL TIMES** are modern in the time of them." This opening sentence in the final unit of **AMERICA—OUR COUNTRY**, entitled "The Present Age," is one of the many interpretative connective thoughts found throughout the **BURNHAM AND JACK** histories. In carefully balanced units, each covering an important period, these attractive texts make American history a live subject for young citizens.

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survive. From many fields they come, these builders of great monuments.

Among them are explorer, pioneer, nurse, writer, scientist, musician, artist, farmer, statesman as well as many others.

Seldom do we think of the battles these people have fought. Often they have struggled against the forces of nature, or have fought against poverty, criticism and other great discouragements. Yet, they have come through victoriously.

Let us long remember them for their courage, fortitude, and tireless efforts. The fruits of their labors we reap. Our enjoyment, our added comfort, our progress over those who precede are often their only dividends.

Because they have so enlightened the minds and enriched the lives of their fellowmen, because they have created, discovered or in some way added to their country's welfare and lastly because they have constructed rather than destroyed for humanity, we honor them and proudly pay them homage on this Memorial Day.

**Tableau 7. International Peace and Brotherhood of Man**

**Characters**—Liberty and representatives of many foreign nations in foreign costumes. (Japanese maid, Chinese girl, Czechoslovakian girl, Spanish senor and senorita, Irish boy and girl peasant, Dutch boy and girl, Russian boy and girl, a Scotch lassie and two Boy Scouts.)

**Properties**—A two tier pedestal and a white covering for it.

**Music**—America .....Carey

**Explanation of Grouping**—Liberty stands on pedestal holding a large blue book in her left arm, in the other, a torch. (A search light is used as the foundation for the search light, orange cellophane is wrapped around the top in the form of a flame).

The two Boy Scouts stand in back of Liberty but beside the pedestal each holding a flag, crossing them behind her head.

All other characters stand in back and to the side of Liberty looking at her.

**First Reader**—When tolerance and sympathy become man's principles then liberty will exist for all. When nations become understanding as man would to man then shall there be a reality to the dream—international peace.

America, the symbol of Liberty, opens wide her portals that many might share her wealth; her freedom. For the oppressed she offers hope, justice and equality and shares her fellowship with all the world.

Peace, liberty and international brotherhood comprise our creed.

O, that all nations would quicken their efforts to avoid strife; enemy, then would be friend and neighbor would be brother.

**Second Reader**—(a girl dressed in white sport) Brotherhood by Edwin Markam.

## EDUCATIONAL LITERATURE

John C. Winston Company, publishers, Philadelphia, have issued a new text, Book-keeping for Personal and Business Use, by Kirk, Alleman, and Klein.

Designed for a one-year course, this practical book is of interest to teachers who wish to achieve a complete revolution of the bookkeeping cycle within that time. It is also suitable as a first-year book in those curricula which offer a two-year course in the subject. Suitable for a one-year course in high school, there is ample flexibility in both presentation of subject-matter and arrangement of problems to permit change or modification to suit local conditions or individual needs.

In keeping with the latest principles of visual education, the book is generously enlivened by illustrations of definite teaching value. The Record Keeper, a workbook in two parts, is now ready; a complete supplementary battery of teacher's manual and key, chapter tests, and achievement tests is in press.

\* \* \*

E. M. Hale and Company, publishers, Milwaukee, are to be congratulated upon their new book, Creative Expression, the development of children in art, music, literature and dramatics, edited for Progressive Education Association by Gertrude Hartman and Ann Shumaker; second edition; 350 pages with many illustrations and color plates.

The first edition was so widely popular that it was soon out-of-print. The new edition is of great interest and value to progressive teachers on many levels.

\* \* \*

America's Road to Now, by Coleman and Wesley, a substantial secondary-school text of 700 pages, with many illustrations, published by D. C. Heath and Company, is one of Heath's Correlated Social Studies; it portrays and interprets the settlement of North America and the development of the American Nation.

\* \* \*

The Rural Teacher's Economic Status is a 64-page research bulletin recently issued by N.E.A. (volume 17 no. 1); price 25 cents. This comprehensive and authoritative national survey is of great practical interest and value to every rural teacher in California and to all who are associated with the work of the rural teacher.

\* \* \*

Our Life Today, an introduction to current problems, by Bacon and Krug with

illustrations by Bernard, a thick book of nearly 700 pages, published by Little, Brown and Company, is a high school text. Dr. Krug is research associate, Stanford University. The modern viewpoint in the civics and social studies field is well manifest in this praiseworthy volume.

\* \* \*

University High School Journal, now in its 17th volume, is published by University of California University High School, Oakland. A recent issue is devoted to the study of adolescents, an investigation at the school sponsored by the General Education Board and directed in the interest of guidance service and curriculum development. It is illustrated with striking graphs, charts and tables.

\* \* \*

Principles of Health Education, second edition, by Dr. C. E. Turner, professor of biology and public health, Massachusetts Institute of Technology, a volume of 345 pages, is published by D. C. Heath and Company. Dr. Turner declares that the fundamental basis for school health programs should be a well-planned program for health instruction; other health activities should be secondary to but correlated with such instruction.

\* \* \*

The International Quarterly, now in its third volume, is published by the three International Houses of New York City, Chicago and Berkeley. Berkeley editor is A. E. Manell; Allen C. Blaisdell is director of International House at University of California, Berkeley. The Quarterly is attractive in format and world-wide in its scope.

\* \* \*

Stories, edited by Thomson and Souba, is an admirable collection of short stories for young people on the secondary level, is published by Henry Holt and Company; accompanying it is a helping book for teachers, explaining and interpreting, from the pedagogical standpoint, the collection of stories.

\* \* \*

Schools in Small Communities is the title of the 17th Yearbook, American Association of School Administrators, 610 pages. This monumental treatise, like other recent yearbooks of this Association, is of the highest importance and value to all workers in the field covered.

(Please turn to Page 46)

## Macmillan Work-Play Readers

### New Gates Reading Program

**T**HE Macmillan Company has brought out a remarkable, excellent, new reading series, unique in its comprehensive and joyous richness. The eight, superbly-beautiful primary readers are:

First-Year — 1. Beginning Days, pre-primer; 2. Off We Go, basal pre-primer; 3. Now We Go Again, supplementary pre-primer. Accompanying is a teachers reader-manual.

4. Jim and Judy, primer. With this are three books, — a preparatory book; 5. the Surprise Box (Unit Reader to Unit I of Jim and Judy); teachers reader-manual.

6. Down Our Street, first reader, with accompanying preparatory book and teachers reader-manual.

Second-Year — 7. We Grow Up, second reader, with preparatory book and teachers reader-manual.

Third-Year — 8. Wide Wings, third reader, with preparatory book and teachers reader-manual.

The manuals are extraordinary. With the exception of the general manual, they are published in combination with the readers, and are called Reader-Manuals. Reader and manual are bound together in one cover. By means of the ultra-convenient split page the teacher is not compelled to turn pages, but has the needed manual page before his eye while the reading lesson proceeds. The General Manual, 96 pages, explains the general principles, objectives and methods of the primary books.

The preparatory books, four in number, are generous, big workbooks full of illustrations and utilizing the best and latest technics.

**D**R. ARTHUR I. GATES, national authority in this field, with his associates, Miriam B. Huber and Celeste C. Pardon, is the creator of these luscious new Macmillan Work-Play Books. This enriched program makes the following significant contributions to the improvement of reading:

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4. Controlled method of growth in experience, by organization of large centers of interest;
5. Stimulating content of varied types of reading material;
6. Equipment unrivaled in beauty.

Pacific Coast Office of The Macmillan Company is at 350 Mission Street, San Francisco: John H. Beers is manager.

## International Institutes

**W**ITH a dozen or more authorities in international affairs as resource leaders, this summer men and women of the West will give intelligent consideration of seething world issues at the Institute of International Relations, to be held at Mills College June 20-30, and at Whittier College June 28-July 8. The State Department of Education will give two units of credit towards the issuance or renewal of teaching credentials.

Among the leaders for this ten-day session will be The Hon. Carl J. Hambro, president, Parliament of Norway, and Norwegian representative since 1926 to the League of Nations. Because of his close relationships with the leaders of Europe for many years and because of the relatively neutral position of his country, Mr. Hambro is in a strategic situation to discuss objectively the European crisis.

The problems facing the western hemisphere, such as fascist penetration in South America, will be dealt with by Samuel Guy Inman, an authority in Pan-American affairs who was appointed by President Roosevelt as advisor to Secretary Hull at the Buenos Aires Conference in 1936, and was in attendance at the Lima Conference last year.

Gerald Heard, a British author and scientist, and now a co-worker with Aldous

Huxley, will present a stimulating viewpoint on world changes in the light of biological and social sciences. He is the author of several books including *Source of Civilization* and *Science in the Making*.

An outstanding feature of the Mills Institute will be a discussion of Social Justice and World Peace, from several conflicting points-of-view. For further information concerning the Institutes inquire of Joseph Conard, Mills College, Oakland.

\* \* \*

N.E.A. Department of Business Education, in connection with its summer meeting, July 3-7, plans a Delta Queen moonlight trip on the Sacramento River, July 6. Anyone interested may obtain full details from A. L. McMillan, High School of Commerce, San Francisco, Joseph DeBrum, Sequoia Union High School, Redwood City is president of the department.

\* \* \*

N.E.A. Department of Science Instruction vice-president is Glen E. Cline, Pasadena Junior College. In planning the summer meeting in San Francisco, a local committee is at work, comprising Olga C. Schwellinger of San Francisco and Charles L. Hampton of Piedmont. I. L. Jones is state director for the department.

## McPHERSON HENDERSON FOWLER

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## GINN AND COMPANY

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High School Journalism, by Spears and Lawshe, both of Indiana, a large format book of 480 pages, published by The Macmillan Company, is a praiseworthy, practical course-of-study built around the school newspaper. Among the few high school books on journalism the Macmillan book holds high rating and is most recent.

\* \* \*

### Identification Photos

*Identification-photos on the permanent record-cards in schools and colleges.*

*Mother:* "I understand that my daughter, Alice Smith, is not getting on very well in some of her subjects and am phoning for an appointment to consult you."

*Principal:* "That will be fine, Mrs. Smith, I welcome visits from parents relative to any difficulties their children may have in school. Can you come in at 1 o'clock today." (to himself): "I know the name, but which girl is Alice out of these several hundred girls in school."

Then to his secretary, "Miss Hill, will you please bring Alice Smith's record-card?" "Of course I know Alice! What a help these identification-photos are in tying up the name with the youngster!"

This means of identifying students is a valuable administrative aid. Much use is made of it while the student is in school. A series of photos taken at regular yearly intervals measurably increases the ability of counselors and teachers to personalize their individual guidance of pupils. These photos afford useful information concerning pupil development and give a cue as to changes in general attitudes in life.

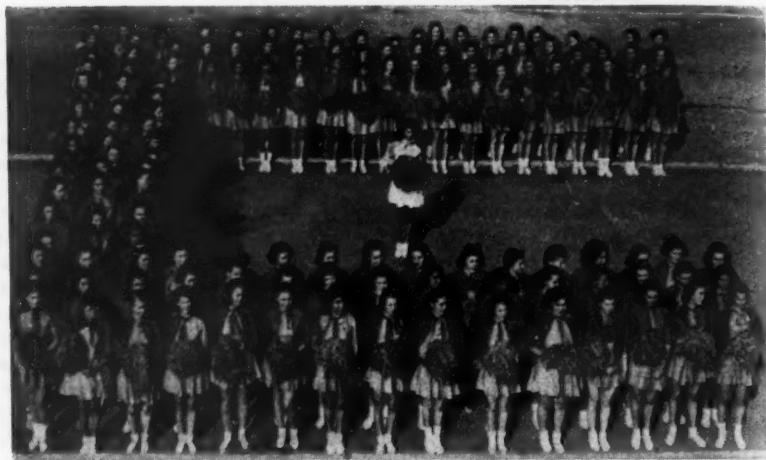
A principal is often asked for a statement regarding a student who attended his school possibly several years previously. With an identification-photo on the permanent record-card to assist in recalling this student, he can make a much more personal statement in answer to the request.

Charles W. Beers, for many years with Rand-McNally and widely known in California school circles, is representing a California firm in the mass production of identification photos at low cost. Anyone interested may address him at 1806 San Antonio Avenue, Berkeley.

\* \* \*

How to Land a Job and Get Ahead, by Dr. E. E. Lewis, professor of school administration, Ohio State University, is a noteworthy case-book describing successful methods, published by Harrison and Company of Columbia, Ohio; 160 pages. It is practical, stimulating and should come into wide use throughout secondary schools and institutions of higher learning. It splendidly embodies the new, scientific and realistic approach to job-finding.

### Colton Union High School Girls Drill Team



During the past few years, Colton Union High School has presented a Girls Drill Team composed of 170 girls which has participated in programs between halves of football and basketball games. This activity follows a general policy at Colton High School of having as many students as possible taking part in activities so that every school event will be worthwhile to a great number of students. This situation is a far cry from the days when a football game meant activity for only team members. These girls in their costumes of crimson and gold have presented a brilliant spectacle, and have won acclaim from many who have witnessed their programs.

Saber-Tooth Curriculum, including other lectures in the history of paleolithic education, by the fictitious J. Abner Peddiwell, Ph.D., (with foreword by Harold Benjamin, University of Colorado), is published by McGraw-Hill Book Company. This pungent and modernistic satire on certain phases of present-day schooling has created a furore in educational centers from coast to coast. It is good spring tonic for any blasé school-worker.

### DOLL DAY

*Margaret Jones, Librarian, Mrs. Beatrice Sheesley, Vice-principal, Livingston Elementary School, Merced County*

**D**ON the third day of the third month is celebrated one of the outstanding Japanese festivals—Doll Day. A bit of Japan came to Livingston Elementary School on that day when we too observed the ancient semi-religious household holiday.

The dolls come to school—Japanese dolls, Portuguese dolls, Italian dolls, Hawaiian dolls, Filipino dolls, and Wild West cowboy dolls.

Even the painted doll is here for her wedding, and Charlie McCarthy flirts with her.

Here on the shelf, two soldiers of the Samurai stand guard.

In the corner sits a doll who came long ago to Livingston in an adventuresome Covered Wagon. How well she has retained her delicate China beauty which won for her the coveted blue ribbon! Shyly, modestly she surveys her admirers.

Our children enjoy Doll Day and derive great educational values from it.



### Clayes of Anaheim

**T**HIS is a special year for Anaheim Union High school, as it marks the 25th year of successful service by Superintendent J. A. Clayes.

Such an anniversary marks a period of growth for this Orange County high school, an increase from the 275 students who



*J. A. Clayes of Anaheim*

greeted Mr. Clayes when he began as commercial and art teacher to the enrollment of approximately 1200 today, and an increase from 15 to 52 teachers.

In 1919 Mr. Clayes became principal at Anaheim, to which position was added that of district superintendent in February, 1934. Mr. Clayes has guided two building programs. The second, inaugurated in 1933, has included the construction of a beautiful administration building (housing an auditorium, library, study-hall, office suite, and 16 classrooms), the completion of a well-equipped shop building, boys and girls gymnasium, and the rehabilitation of other buildings on the campus, which has been increased from 11 to 21 acres.

Mr. Clayes special interest has always been youth. As a teacher when Anaheim was a small, "family-size" school, he was active as a club and group adviser, and took a close personal interest in the students and their problems. With the rapid growth of the student body he has continued this contact. He has always encouraged the merit system and student self-government, and fostered such courses as a full year orientation program for all freshmen, and special public-speaking classes for all lower classmen to aid in the adjustment of the pupil with his school and society.

\*\*\*

University of California, together with Oakland Board of Education, is conducting a Secondary Demonstration School at University High School, Oakland. School hours will be from 8 a. m. to 12 m. throughout

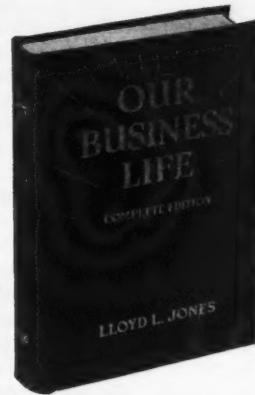
the session, June 26 to August 4. Classes will be offered in art, English, languages, mathematics, science, shops, social studies, and typewriting. For each half-unit of credit a fee of \$7.50 will be charged. In addition to the regular instructional classes there will be offered social-recreational activities and excursions. Booklets on the Demonstration School may be obtained by writing Paul Fleming, University High School, 58th and Grove Streets, Oakland.

*Carson of Venus*, a new romance by Edgar Rice Burroughs, who has fascinated countless numbers of readers throughout the world; his stories have been translated into 57 languages and dialects, including esperanto and braille.

*Triumph over Pain*, by Rene Fulop-Miller, translated by Eden and Cedar Paul, and published by Bobbs-Merrill, a big generous volume of 450 pages, is not only the dramatic story of anesthesia but a fascinating narration of man's age-old struggle with the problem of physical suffering.

*Government in a Nutshell*, what every citizen should know, is a well-prepared and commendable booklet of 50 pages by Mrs. Emily Axtell of Richmond, Mrs. Hedwig Karrer of Brentwood, and Dorothy Lewis of Crockett, 3 experienced teachers of citizenship and co-authors of the Nutshell series; price 50 cents plus tax and postage; address Mrs. E. B. Axtell, 2750 Cutting Boulevard, Richmond.

### JUNIOR BUSINESS PLUS FUNCTIONAL ARITHMETIC



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# NATIONAL PARK SCHOOLS

## ADULT EDUCATION IN THE NATIONAL PARKS

Walter E. Dodds, Science Teacher, El Dorado County High School, Placerville

**T**HAT our national parks are misnamed is a fact realized by few people. To be properly named they should be called something like "Federal Outdoor Classrooms."

Isabel Florence Storey<sup>1</sup> points out that 18 years ago, tourists, enjoying scenery for a two-week recreational outing, "took in" the national parks because they were scenic, too.

Since 1920, because they wanted to know more and more about the things around them, tourists now go to the national parks specifically to increase their knowledge.

That the National Park authorities appreciate this change, is shown in a review of the report of the Committee on Study of Educational Problems in the National Parks, which says:

"Outdoor recreation is recognized as an important factor in national park administration, but it is not the primary purpose, and can be enjoyed through abundant opportunities elsewhere. . . . The primary function of the national parks administration concerns the use of the parks for their inspirational and educational value."<sup>2</sup>

To educate and inspire the people of the United States, then, has become the primary function of our national park system.

Since the National Park Service has come to recognize these functions, tremendous steps have been taken in the last few years to realize them.

Perhaps the most important work in directing the educational facilities of the national parks has been done by the Committee on Study of Educational Problems in the National Parks, appointed in 1928. In its report this committee recommended the organization of education in the national parks, and also the method of initiating and developing such work. Two of its outstanding recommendations were:

"1. In view of the fact that the purpose of the national parks is to be found in their inspirational and educational values, there should be an Advisory Board of five to seven of the ablest men . . . whose duty it shall be to advise the Director of the National Parks.

"2. There should be a division of the National Park Service directed by a man with the best scientific and educational qual-

ifications who shall administer the educational program of the parks."<sup>3</sup>

Inasmuch as the recommendations of the committee on education have been carried out, the committee has disbanded.

The National Park Advisory Board, however, continues to function. In 1929, individually and collectively, the Board reported and recommended to the National Park Service that ". . . two assistants should be appointed and that the two assistants together with the head (of the Education Division) should represent the subjects of geology, biology, anthropology, and history."<sup>4</sup>

This recommendation has been carried out.

On the recommendations of these committees, graduate research is fostered. The conspicuous educational work of the National Park Service, however, is the work done with tourists.

The devices by which the material is presented to the public make a long list that may be divided into three general groups: 1. personal instruction by ranger naturalists, 2. exhibits, and 3. the printed word.

In addition, Yosemite offers two unique facilities in their Junior Nature School, where material and methods for youngsters are utilized; and in the Yosemite School of Field Natural History, where many of the ranger naturalists are trained.

In many respects, these devices use the approved methods of adult education in presenting their material. Indeed, any educational work done by the parks at all fulfills one definition of adult education: "Adult education is part-time education carried on by men and women in their leisure hours, who, as a rule, are busy in their daily duties."<sup>5</sup> In the following paragraphs some of the educational devices will be discussed from the point-of-view of good adult education practice.

**A**CTUAL instruction by ranger-naturalists is used on trips afield, by auto caravans, and lectures. The handling of instruction through these devices illustrates in many ways good adult educational practice. Dr. Bryant shows that an adult education principle is realized when he says that the public is under the "enthusiastic leadership of guides."<sup>6</sup> Further value is found in the ranger-naturalist trips, for they appeal to all five senses; they arouse interest because of the superior teaching material, and they realize aesthetic and inspirational ideals.

Furthermore, the trips are not made to the accompaniment of a lecture that the

ranger-naturalist has repeated over and over through a season. The interests and questions of the tourists more often indicate to the guide what his subject shall be for any one trip, thus the guide helps solve individual scientific problems.

The auto caravan is merely a modified ranger-naturalist trip, where all parties journey in automobiles instead of on foot. It was, in 1932, the newest development in the parks, and in that year one auto caravan started in Yellowstone with 300 cars and over 800 people.<sup>7</sup> The nature trail is a modification of the ranger-naturalist service in which signs along the trail take the place of a guide.

**I**NFORMAL talks and lectures are conducted from time to time by the park naturalists in the lobbies of hotels, in museums, at camp fires, etc., after which listeners are encouraged to ask questions.

Another general device found in the national parks is the exhibit, which is used in many forms. Museums are becoming more and more institutions for education instead of merely a series of well stocked display cases.

The national parks use museums in their highest developed form. One of these forms is the exhibit in place. For example, a trail may lead to a locality where fossils may be seen in their original position on a canyon side. At such a locality the visitor may read on a sign when the fossils were formed, and what kind of a plant or animal formed them. Teaching thus is done at a time when the learner's interest is highest.

Wild life is also exhibited in the form of carefully tended and labeled wild flower displays located at some central place in the park.

The general policy of the parks is not to maintain zoos, but to urge the visitor to see animals in their natural environment. There are exceptions to this policy, for bison, as an example, cannot be seen in the summer at Yellowstone without making lengthy trips on foot or on horseback, so a few buffalo are penned up near the popular resorts.

Observation stations are the highest development of the museum idea in the national parks. Selection of an observation point is not a coincidental choice. A group of men spend considerable time surveying any national park for unexcelled locations; they then meet and select a final site.

From buildings erected on these observation points, the visitor may look at nature itself from the most advantageous spot in the park; and then, by studying the exhibits and directions about him, have the natural wonders he sees explained. In addition to charts, telescopes, exhibits, and photographs located in one of these observation stations, a ranger naturalist is usu-

ally on hand to answer questions. Outstanding examples of observation points, selected and equipped in the manner outlined, are Yavapai Station at Grand Canyon, and the Sinnott Memorial at Crater Lake.

A third general teaching device used by the national park service is the printed word. Although libraries exist in most parks, they are small and their use is usually limited to research and study on the part of the park staff.

Other forms of printed word, however, are widely used. Every visitor to Crater Lake National Park last year (1938) was given a copy of a pamphlet explaining the geology and biology of the park. In all national parks where there is a permanent naturalist, a periodical called *Nature Notes* is issued monthly. This contains articles of interest to visitors to the parks. Any individual, by the way, can be placed on the permanent mailing list in each park where *Nature Notes* is issued; he will then receive the bulletins regularly. *Nature Notes* for Glacier National Park, of course, would be entirely different from the *Nature Notes* issued at Mount Rainier.

A more recent innovation in periodicals is to be found in *Trailside Notes*. This is issued to motorists and others to call attention to interesting stopping places along a highway. By indexing the publication with illustrations of points of interest, a motorist can readily identify any spot described in the leaflet.

A final point to be made in this paper is that all these services are offered to the public free of any charge other than the park entry fee.

**I**N conclusion, the National Park Service is almost no longer a system of parks. It has become one of the great adult education institutions in this country.

The parks themselves have expanded from picnic grounds to classrooms.

The work done is more than just another service of the federal government; it is a project in education in which all organizations and individuals devoted to lifelong learning are interested.

The parks carry on their work according to the best and most up to date adult education methods, and are continually seeking better methods.

1. Storey, Isabel Florence, *National Parks afford Education by Unconscious Absorption* *School Life*, XIV, 104, February, 1929.

2. Anonymous, *Educational Features of the National Parks*, *School and Society*, XXIX, 380, March 23, 1929.

3. Bryant and Atwood, *Research and Education in the National Parks*, Washington, U. S. Printing Office 1932, page 45.

4. Bryant and Atwood, *Ibid.*, p. 54.

5. Richardson, Leon J., *Lecture course at University of California*, Summer 1938.

6. Bryant, H. C., "Great Outdoor Universities," *Journal of Adult Education*, IV, 305, June, 1932.

7. Bryant, H. C., *Ibid.*

## Music is Basic in the Modern School

**M**USIC Education in the Elementary School, published by California State Department of Education, 160 pages, 9 by 11½ inches, (price \$11) is highly a praiseworthy guide for elementary teachers. Its unique value lies in the fact that it was completely organized and written by music teachers and supervisors close to the problems of the teacher and eager to help in their solution. The preparation of the book was a joint project of the State Department of Education and California-Western Music Conference.

\* \* \*

Seventh Yearbook of School Law, 1939, edited by M. M. Chambers, is published by American Council on Education, 744 Jackson Place, Washington, D. C., \$1.00. These valuable yearbooks are now widely accepted as an authoritative source of information regarding important legal decisions affecting education.

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## INCOME TAX DECISIONS

Roy W. Cloud

**T**HE Supreme Court of the United States by two decisions rendered on March 28, 1939, (according to Associated Press and United Press dispatches) abolished tax immunity of the salaries of federal and state employees, and brushed aside legal precedents which have stood for over 100 years.

These two decisions, rendered by Justices Harlan F. Stone and Hugo L. Black, make possible the reciprocal taxation of salaries of employees of federal, state and local governments. These decisions place approximately 900,000 federal employees within the application of state income taxation. Likewise, employees of state, local and district governments may be subjected to federal levies.

The two decisions, it is stated, have broadened and emphasized the Supreme Court's decree in the New York Port Authority Case in which the Court sustained the right of the federal government to tax the incomes of the employees of quasi-state agencies.

State and local government employees appear to be safe from federal income-tax claims on their 1938 incomes. Just before the recent March 15 deadline for filing 1938 federal income-tax returns, an official United States Treasury statement informed state and local employees that they need not file returns on 1938 incomes.

The tax status of federal employees, however, is said to be at the discretion of state legislatures.

### Attention, Teachers of California!

Helen Holt, N.E.A. State Director for California; Teacher, Alameda City Schools

**A** RECENT communication from Dr. Reuben T. Shaw, president, National Education Association, stated that California's N.E.A. membership on March 31, 1939, was 16,827 as compared with 17,099 as of May 31, 1938. We need 272 members to achieve the 1938 total.

As hostess state for the N.E.A. convention, we can best express our appreciation to the national organization by an increased membership. *Immediate steps must be taken before the final count on May 31, 1939.*

N.E.A. bylaws fix the membership year from September 1 to August 31 and stipulate that dues received during any year shall be credited to that year, "unless otherwise requested." We are going to take advantage of this flexible clause, "unless otherwise requested," and credit the dues received from persons joining after April 1 to the advance year 1939-40.

*The following benefits also will be received by you who pay your dues now:*

1. The right to have N.E.A. Journal sent not only for the next school year but also for the balance of this school year.
2. The advantage of participating in the selection of delegates to the convention in San Francisco.
3. The advantage of contributing through the delegates your ideas and wishes as to N.E.A. services and activities.
4. The opportunity of having a delegate bring back to the local association messages, material and inspiration from the national convention.
5. The right to have new memberships count toward having your state on the 1939 Victory Honor Roll and at the same time be included in the membership for next year.

*If you are not a member of the N.E.A. please join immediately.*

### C.T.A. Honor Schools

*School Staffs Enrolled 100% in C.T.A. for 1939. See also lists in previous issues.*

#### Bay Section

*Oakland—Chabot, Clawson, E. Morris Cox, Glenview, Highland, Lakeview, Lincoln, Longfellow, Markham, and Peralta.*

*Alameda County—Fairmont Emergency School and Mocho.*

*Contra Costa County—Martinez Junior High.*

*Lake County—Blue Lakes and Lucerne.*

*Marin County—Aurora, Black Point, Burdell, Estero, Halleck, Laguna Joint, Lagunitas, Lincoln, Marshall, Salmon Creek, San Jose, Short School at San Rafael, and Marin Junior College.*

*Napa County—Browns Valley and Yount.*

*San Joaquin County—Athearn, Bruella, Calaveras, Castle, Douglas, Davis, Elkhorn, Elmwood, Fairchild, Farmington, Garden, Grant, Holt, Justice, Kingston, Lammersville, Lathrop, Liberty, Madison, Moore, Mossdale, New Hope, Peterson, Rindge, River, Veritas, and Waverly.*

*San Mateo County—Woodrow Wilson Elementary at Daly City, Garfield at Redwood City, Borel and Lawrence Schools at San Mateo, and Half Moon Bay Grammar School.*

*Santa Clara County—Cambrian, Alviso, and Morgan Hill.*

*San Jose City—Technical High.*

*Sonoma County—Bloomfield, Canfield, Eucalyptus, Eureka, Fort Ross, Freestone, Grant, Hearn, Jonive, Maacama, Marin, Mt. Vernon, Oak Grove, Occidental, Piner, Potter, Rincon, Reservation, Roseland, Santa Rosa, Tule Vista, Two Rock, Walker, Watmaugh, Watson, Cloverdale High, and Petaluma Junior High.*

*Stanislaus County—Bonita and Lowell.*

*Tuolumne County—Buck Meadows, Columbia, Jamestown, Poverty Hill, Tuttletown, and Wards Ferry.*

#### Southern Section

*Inyo County—Independence, Lone Pine Elementary.*

*San Diego County—San Dieguito Union High.*

#### Central Section

*Fresno City—Fresno High, E. R. Snyder Continuation High, Hamilton Junior High, Longfellow Junior High; Elementary Schools: Jane Adams, Columbia, Morris E. Dailey, John C. Fremont, T. L. Heaton, Jackson, Jefferson, Lafayette, Lowell, John Muir, Chester Rowell, Teitelman, Wester, Winchell.*

# HIGH SCHOOL BULLETIN

A BULLETIN AS AN AID IN GUIDANCE

Henry A. Cross, Vice-Principal, San Luis Obispo Senior High School

**H**IGH school teachers sometimes are surprised at the fact that students do not know more about their school.

They themselves, familiar with the institution, its program, and its many rules and regulations, and with their background of training and education, sometimes fail to realize that the student has little opportunity except by word-of-mouth to orientate himself to his school.

He is frequently unfamiliar with the courses offered and what is their content and purpose. He is unfamiliar with the building and how to find his way around. He does not know the teachers by name.

He is thrust into a social group, the individual members of which he must come to know. He must, also, learn the customs of the group, what constitutes desirable and undesirable conduct, who the leaders of the group are, and the methods by which he may attain some place of satisfaction within the group.

He seldom knows what he wants to do in the way of preparing for his vocation, and is confronted with attempting to discover his vocational area. He is not conversant with the educational program which will best fit him for continuing education or for seeking occupational placement.

All of these things represent problems which he can solve only with considerable guidance, and it is only through guidance that the student will make an optimum adjustment.

There are many factors in a guidance program. One, which consistently enables a student to make adjustment with a minimum amount of effort, is a school bulletin.

In San Luis Obispo Senior High School a bulletin was prepared containing information pertinent to student adjustment.

The contents of the bulletin appear under the following headings:

Administration and staff, General information, Activities with organizations and sponsors, Alphabetical list of courses, Description of courses, San Luis Obispo Junior College, Other California institutions which provide training beyond high school, Curricula.

The bulletin is published in sufficient number so that each student may have a copy, so that parents may have a copy, so that people writing from outside the district could secure one, and so that there will be sufficient copies on hand for registration and other procedures and situations. The bulletins are not scattered without design, but are furnished only upon request.

The descriptions of courses in the bulletin were furnished by teachers and edited by the vice-principal. These descriptions give enough information about each course to enable the student to understand what it is he is about to take, whether or not it is required for graduation, how much time will have to be put into it, a brief outline of the content, and other miscellaneous data.

The curricula were organized largely through the efforts of the junior high school vice-principal, Hubert Semans, who recognized the need in his guidance program of continuity in the program of students attending both junior and senior high school. He cooperated closely with the senior high school principal, Lawrence Griffin, in organizing the curricula. These have proven to be of considerable value in assisting students in determining their educational program.

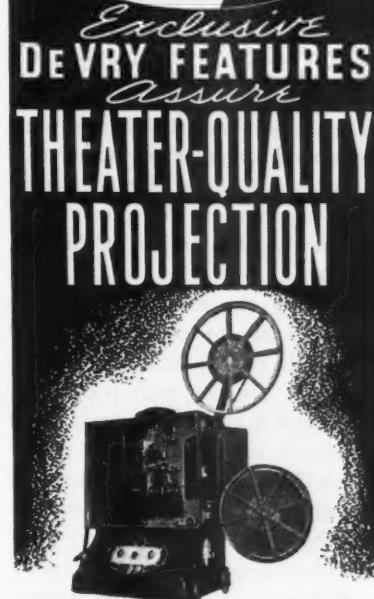
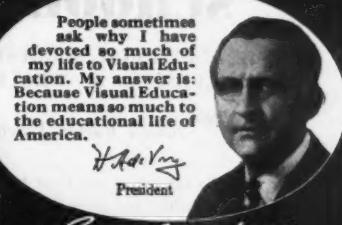
Other contents of the bulletin were provided by Mr. Griffin and the vice-principal.

The bulletin cover, designed by an art department student, Dorothy Loomis, under direction of the department head, Margaret Maxwell, is a block print of the senior high school building. Mimeographing and binding of the bulletin was done by office assistants and W.P.A. help.

The increased use of the bulletin by teachers and students indicates an increasing need for this sort of a device as an aid in the guidance of students. It is highly probable that the near future will see a printed bulletin in which more material can be recorded.

\* \* \*

Library classes of the Lincoln Elementary School in Salinas are learning to use reference books in the library. At the end of the sixth grade they can correctly use encyclopedias, dictionaries, card catalogs, and almanacs, and understand the Dewey decimal system of arranging books.



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## SCHOOL EXCURSIONS

### SOME ADDITIONAL SUGGESTIONS<sup>1</sup> ON THE USE OF SUPERVISED EXCURSIONS AS WHOLESOME LEARNING EXPERIENCES

Joseph Burton Vasche, Oakdale, Stanislaus County

People must be taught to get their knowledge as far as possible, not from books, but from the earth and the sky.—Comenius.

**SUPERVISED** student excursions, rich in possibilities for supplementing understandings previously acquired in the classroom, have become increasingly important in the programs of present-day American, and California, schools.

Nor has the excursion been restricted solely to education in this country. In reality, the school journey movement has long been popular on continental Europe, with much of its stimulation coming from the strong British School Journey Association, through its program of activities and its publication, *School Journey Record*. Development in recent years of youth hostels has further encouraged trips by groups of students through neighboring countries.

Probably the most comprehensive student excursions ever developed in America were recently sponsored by Lincoln School, Columbia University, under two generous financial grants of the Sloan Foundation. The first financed a 9th grade trip into upper New York State to study rural living, and the second sent 47 seniors, 6 teachers, and the principal, G. Derwood Baker, on a ten-day, 2,000-mile jaunt into Tennessee Valley and Georgia to observe development of public projects.

The itinerary sent the group first to Norris, Tennessee, where 3 days were spent visiting the government-built city and Norris Dam. Students discussed the TVA plans with the staff, and then in order to study both sides of the question, went to Tallulah

Falls, Georgia, for conference with private power company officials.

The group spent two days in Habersham county, northern Georgia, where they worked and played and lived with country people, a rich experience for these metropolitan boys and girls. A forest fire was fought on the trip, and a Georgia chain-gang was watched at work on a road project. On the return journey, the students visited the Federal rural electrification projects in Virginia and the Greenbelt resettlement town in Maryland.

One California secondary school, Fremont Union High, Sunnyvale, Santa Clara county, developed an outstanding student tour last spring. 40 students, 2 teachers, and principal Verne Hall, made a 1500-mile student-school financed Easter vacation excursion to Death Valley and Boulder Dam, for the basic purpose of observing at first hand the great recent engineering developments.

Certainly, extended tours of this type are the richest form of education and deserving of consideration and support by every California school. The returns which they realize outweigh by far their comparatively small cost.

### II

The most important value of the excursion is that it gives the student an opportunity to study actual places and objects, and thus to relate classroom theories into actual life situations. Excursions succeed, naturally, only after careful plans are made by the teacher for their development.

The well-directed excursion is a valuable learning experience, and is developed as a pertinent step in the unit of class work, for example:

University High School, Oakland, offers a core course in the high 10th grade, under the title Social Living, and emphasizing the importance and necessity of the students understanding and realizing their responsibilities

toward problems of everyday family and community living. In the course, treatment of such fundamental problems of community-living as Community conservation of the new-born, Community responsibility for maintaining and safeguarding life and property, Opportunities the community offers for leisure-time, and Educational advantages provided by the community, students actually participate in an observation of group-problems by the following trips:

Attend a Community Chest Luncheon  
Visit the Fred Finch Home — Orphanage  
Visit Baby Hospital  
Survey Tour of Golden Gate Park, San Francisco  
Trip to Del Valle Tuberculosis Preventorium  
Visit State Hygiene Laboratory, University of California campus, Berkeley  
Field Trips to City Hall —  
    Health Department  
    Fire Department  
    Traffic Bureau  
    Traffic Courts  
    Bureau of Identification  
Field Trip to Large Creamery  
Visit Oakland Community Center  
Excursion to Highland Hospital  
Trip Around Lake Merritt —  
    Snow's Museum  
    Municipal Art Gallery  
    Municipal Boat House  
    Model Yacht Club  
    Bird Refuge

Work in every scholastic field may be enriched by wise use of the student excursion. In the commercial field, for example, countless group trips may be undertaken as part of class work, as suggested by R. G. Walters:<sup>2</sup>

"Commercial geography class trips may include visits to extractive industries, such as farms, mines, oil wells, and quarries; visits to manufacturing plants of all kinds; and visits to transportation agencies, such as railroad, passenger, and freight stations, bus stations, express offices, airports, and steamship docks and terminals."

The following trips might be taken by general business training classes in connection with their study of the topics named:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mail Service and Correspondence</b><br/>A postoffice<br/>A mailcar<br/>A mailing department of a large company<br/>    Filing<br/>A filing department of a large company<br/>A file manufacturing company<br/>A file sales room<br/>    Money, Checks, and Banks<br/>A bank<br/>A mint<br/>The United States Bureau of Printing and Engraving<br/>    Thrift and Investments<br/>A savings bank<br/>A postal savings bank<br/>An insurance office<br/>A building and loan association office<br/>A broker's office<br/>A stock exchange</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1. Vasche, J. B., *Student Excursions*, Sierra Educational News, December 1937, pp. 20 ff.

2. Walters, R. G., *Visual Instruction in the Commercial Subjects*, The Balance Sheet, January 1938, pp. 201 ff.

3. Gray, Lillian, *Gaining Background for Teaching*, Journal of the National Education Association, May 1938, pp. 136-7.

**Communication**

- A telephone exchange
- A radio broadcasting studio
- A telegraph office
- Transportation**
- A railroad station
- A modern train
- A freight station
- An airport
- A passenger or mail airplane
- A steamship dock or a terminal
- A bus terminal
- A modern road under construction

**Buying and Selling**

- A department store
- A small unit store
- A chain store
- A mail order house
- A wholesale house
- A manufacturing company's sales department
- A purchasing department
- A credit agency

Among the class trips that may be taken by shorthand and by typewriting classes are the following:

- A trip to a courthouse to see and to interview a court stenographer.
- A trip to a legislative or a congressional hall to see and to interview official reporters.
- A trip to the stenographic department of a large business firm.
- A trip to a public stenographer's office.
- A trip to a typewriter manufacturing company.
- A trip to a typewriter salesroom.

A variety of selling agencies may be visited by salesmanship and retailing classes, including department stores, chain stores, mail-order houses, specialty stores, modern filling stations, and large roadside farm produce stands. If arrangements are made in advance, actual sales may be observed. In addition, students can study the organization of the selling agency, its methods of receiving, of storing, and of shipping goods, and its methods of keeping records.

Bookkeeping classes may visit accounting departments of stores, industrial plants, and transportation companies; commercial law classes may visit a courthouse; economics classes may visit financial agencies; marketing centers, and governmental agencies; business English classes may visit the post-office; advertising classes may visit advertising firms and advertising departments, as well as printing offices and radio broadcasting studios; and office practice classes may visit office appliance stores, banks, general offices, and telephone exchanges.

In planning all excursions it seems most advisable for the teacher to visit beforehand all places to be toured by the group, in order that she might be familiar with features and procedures, and to inform students what to observe most carefully.

Exact arrangements should be made through offices of all places to be visited, in order that full assistance (permission, guides, etc.) will be provided without delay. In return for the courtesy extended, the class, through its secretary, should address a letter of appreciation to each organization visited.

**III**

Practices indicate that the supervised student excursion has become a definite learning experience in many California schools. Available reports seem to reveal that those schools first to use the excursion with successful results now consider it a regular curricular feature and are using it in many different forms.

Class trips to local industries are an important part of the Consumer Science program at Oakdale Hi, Alma A. Weigart, instructor. Industries observed include bakery, soda works, lumber yard, building construction, cement and plaster work, tree nursery, cannery, cheese factory, etc.

One peninsula high school, recognizing worth of productions, sponsored supervised excursions to six different motion-pictures in local theatres, during the past school year.

Several Bay region high schools sponsor visits of seniors to local colleges, universities, and trade schools. In this way graduates are intelligently guided in the selection of institutions in which to continue further training.

One school endeavors to provide direct vocational information to students interested in specific jobs. For example, the student who was divided between the fields of meteorology and radio was taken to the nearby city of Fresno, to observe at first hand workings of the U. S. Weather Bureau Station and local radio stations. Specialists in the respective fields discussed all details of their work, with the result that the student was provided a foundation upon which to base his selection.

**They Visit the Cities**

Many student groups travel to metropolitan areas where possibilities to observe major institutions and industries are unlimited.

Commercial students of Hughson High School, Stanislaus County, participated in a tour of San Francisco business organizations. The group visited Federal Reserve Bank, San Francisco Stock Exchange, offices of a major insurance company, a large business college, and the plant of a metropolitan newspaper.

Modesto High School International Club made a one-day visit to the Bay area, where S. F. Chinatown, International House at University of California, and the Jewish Orphanage were visited.

Oakdale High Aircraft Club made a one-day tour of Bay Region airports and aviation industries.

An example of how a trip might be arranged by a rural elementary school lacking transportation facilities is that of Valley Home School, Stanislaus County. Desirous of taking upper-grade students to the state capital last May, Mrs. Avis Horton, teacher, arranged with the board of

trustees of the high school district, Oakdale Union, for the loan of a school bus and a driver for the excursion. The rental cost of \$15 for the 160-mile round trip was divided equally between the elementary trustees and the children, with the cost to each child only 15 cents, plus his picnic lunch.

Itinerary for the 50 children included Sutter's Fort, where Curator H. C. Peterson told of the region's early history, the State Capitol, Library, and Office buildings, Southside, William Land, and McKinley Parks, River Line Docks, where the Delta King, river steamer, was visited, and the airport. A guide from the Sacramento Chamber of Commerce directed the day's tour.

To many of the children this was the first trip to a metropolitan center, and to all it was a fitting climax to elementary school study of California history and government.

**Off to the Mountains**

Another rural elementary school, Waterford Union, Stanislaus County, last spring conducted an excursion into the high Sierras for the purpose of collecting mountain plants. Principal Walter Hastings and 8th-grade boys brought back many evergreen trees and shrubs which were used for landscaping the school grounds.

Junior colleges utilize field trips to greatest extent, probably, in the physical and natural sciences, although many of its other fields find excursions valuable classroom supplements. Popularity of group tours at Modesto Junior Colleges prompted the Associated Students of that institution to purchase a large bus for trip use.

Excursions have found their way into adult education, as is evidenced by the popular Trips of Discovery and Learning sponsored by Adult Center, San Jose Public Schools, David L. MacKaye, director, for the past three years. Starting first with Sunday afternoon environmental tours to various institutions and agencies of interest in the Bay counties, the program has been expanded to include three-day trips to such interesting regions as the Mother Lode country and the great North Bay area. Accompanying lectures and discussions enrich student observations.

**IV**

Some teachers hesitate to sponsor excursions because of the responsibilities involved. The trip must always have administrative sanction, and use school buses, if such are available. If the trip is to consume out-of-school time, written permission should be obtained from all parents.

Definite school policy should be set up by the Board of Trustees to govern conduct of all student excursions. The follow-

(Please turn to Page 46)

# THE SCHOOL AND SOCIETY

## EFFECTS OF THE ECONOMIC SITUATION ON SECONDARY EDUCATION

Marguerite E. Barrett, M.A., General Science Teacher, Aptos Junior High School, San Francisco

**A** STUDY, recently completed at Aptos Junior High School, disclosed facts of wide-reaching significance to the present educational system by revealing the electives which were chosen by the 9th grade pupil, why these particular ones were selected, and who influenced him in his choice.

The study is of value not only in terms of its findings, but because it was carried out on a school population drawn from two widely-diversified groups, the professional classes and the semi-skilled classes.

The study was approached from three angles, a questionnaire which was answered by 175 students, a comparison of the 9th grade elective arrangements in 8 San Francisco junior high schools, and personal interviews with parents in both the professional and semi-skilled classes.

The pupil questionnaire showed that 18% did not plan on continuing education beyond the high school level; 4% in this group were in the X group, 5% in the Y group, and 9% were in the Z group.

Seventy-three per cent planned on

attending various types of colleges; 35% in this group were in the X group, 30% in the Y group, and 8% in the Z group.

The remaining 9% planned on completing their education in various kinds of vocational schools; none in this group were in the X group, 6% Y group, and 3% Z group.

The following reasons are the ones most mentioned by the pupils for the choice of their particular electives:

1. Need the electives to fulfill high school requirements.
2. Need the electives for college entrance.
3. Need practical electives for future vocations.
4. Liked art, shop-work, music, etc., better.

The following list gives the prepared electives chosen by the 175 students, and the per cent who took them:

1. 53% took foreign language and mathematics together, with one unprepared elective.
2. 7% took foreign language and junior business training together, with one unprepared elective.
3. 5% took mathematics and junior

business training together, with one unprepared elective.

4. 5% took general science and junior business training, or mathematics, together with one unprepared elective.

5. 25% took either foreign language, mathematics, or junior business training and two unprepared electives.

6. 4% took three unprepared electives.

The foregoing facts show that the tendency of the 9th grade pupil is to select those electives that are; *one*, generally required by colleges; *two*, so practical that they are applicable to vocational situations; and *three*, those that require no outside preparation.

The pupils, when answering the question, "Who guided you in your choice?", mentioned members of the family 130 times, myself 127 times, and various school advisers (counselors, teachers, vice-principals) 35 times. Apparently then, the most important adviser in the selection of 9th grade electives is the pupils' families. If this is true, it seems pertinent that their families should be well-informed about the electives.

Since the pupil ranks himself second in importance, he should be well-informed, too, in regard to the purposes and contents of each elective before his choice is made. The necessity for a well-organized set of school advisers need not be emphasized here, because of the present trend to establish counseling systems in San Francisco secondary schools and in other California cities.

The parents, during personal interviews, contributed several valuable suggestions to the study. They expressed a desire that the personal contact between teacher and pupil be increased. This, they felt, could be accomplished by reducing the number of pupils in the classrooms.

Parents said, too, that they felt that too much emphasis was being placed on frills in the public schools instead of stressing the basic subjects. They admitted that the children liked the frills, but insisted that the economic situation proved that fundamentals, not frills, were the more valuable economically. One parent illustrated this

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by saying that it took a college education to obtain a service-station job in one of the large oil companies.

The parents of today are worrying about the present economic situation. They know that there is something wrong somewhere—but don't know what it is. To them, a practical education and preferably a college one, seems to be the best insurance to fit their children for their greatest need in life—security in earning a living.

Without a doubt, this materially affects the kind of electives chosen in the 9th grade. It is truly sad to listen to an anxious, willing parent say in alarm, "One must have a college education nowadays to get a job digging ditches."

Such a conception strips the glamour from education and makes it a painful necessity that is conditioned by a frightening uncertainty—"Will my child get and keep a position after he completes his education?"

#### Summary

1. Eighteen per cent of the 9th grade pupils did not plan on continuing their education beyond high school.

2. Seventy-three per cent did plan on attending various types of colleges.

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Post Session Pacific Little Theatre, San Francisco—July 24th to August 12th.

Post Session—(Marine Biology) Dillon Beach, Marin County—August 7th to 26th.

For information address the Registrar, College of the Pacific, Stockton, California.

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3. Nine per cent planned on completing their education after high school in vocational schools.

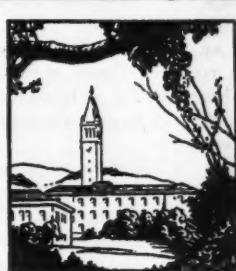
4. Pupils in the 9th grade select those electives that will help them in college, or have a vocational value, or are unprepared.

5. Pupils stated 135 times that their families guided them in their choice, 127 times that they guided themselves, and 35 times that they were guided by school advisers.

6. The parent, frightened by the present economic situation, has an influence on the child in his choice of electives, accordingly.

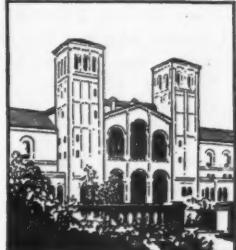
Evelyn Kidwell and Mildred Frazee, curriculum field assistants, Los Angeles County Superintendent of Schools office, are planning a busy summer. Miss Kidwell will teach 7th and 8th grades in the Demonstration School at Berkeley; she plans to develop a study of Aeronautics.

Miss Frazee will teach at U.C.L.A., in the University Training School, which is directed by Corinne Seeds. She will develop a study of Southwest Indians in the 3rd grade. Miss Frazee spent some time on Indian reservation in Arizona during the recent years and has organized research in an intensive study of the Indian tribes of the Southwest.



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## High School Reading

(Continued from Page 14)

two students chose the same country or the same subject.

Sets of encyclopedias, general references, etc., were brought to the classroom. Students were given two days to compile their material. On the third day, they were asked to write original monologues, dialogues, plays, poems, etc., on the basis of their reading.

On the next day, their interpretative work was presented to the group. Two students brought college pennants, dressed up as collegians and pretended that they were cramming for an examination. These students spent 15 minutes discussing Argentina.

Another student pretended she was a social climber who had just returned from Guatemala. She kept the class convulsed with laughter when she presented her original monologue.

Another member of the class brought some material from home on Panama and took the class on a Cook's Tour of Panama, with megaphone and all.

This is the finest example of motivated reading that I've ever encountered in my classes, for these students spent hours and hours in preparation for their interpretative period and did it on their own accord.

### Vitalized Book Reviews

The traditional form of book-review is passé in most of my classes, as students have already encountered the dreaded book-report before and come to class with a pet antipathy against book-reviewing. Therefore, ten different types of reviews are offered to the students.

At the present time, a sophomore class of mine is intensely interested in a Town Meeting of the Air Review. This review is going to be presented in the manner of a traditional radio program and in the style of a regular Town Meeting of the Air. We're going to have music, announcements, a chairman, formal talks, and questions from the audience. We hope to use part of our sound-cinema-set for the broad-

cast, but any school could make a model of a microphone in a shop class.

Another review which has proved quite popular is the Question-box Book-reviews. Students write general questions which might apply to any book-review on slips of paper. These slips are put in a hat and passed up to the chairman for the day. A speaker who is reviewing a book, usually gives a synopsis of the book and then proceeds to draw out the questions and answer them.

Other forms of reviews which we use are problem reviews, contract reviews, symposiums, panel discussions, round-table discussions, Prof. Quiz reviews or questions and answers where points are given for each question correctly answered, dramatized readings, radio programs, and numerous other forms of reviews.

Of course, we do the traditional type of reading in my basic classes numerous times. We have to do a tremendous amount of required reading in connection with our units-of-study.

Other reading is encountered in our grammar work. Students take our basic courses for two hours of the day. The course is correlated with history, English, economics, art, music, and in fact most of the courses of the school.

If we find that a student is having particular difficulty with his reading, an attempt is made to discover the cause and offer him some experience in a remedial-reading course. We've been surprised to discover that students enjoy remedial reading. They usually realize that their reading problem has been at the base of much of their difficulty with school-work so they struggle to show some reading improvement of their high school work.

**W**e have no way of knowing how much is gained from such a program as ours, but we do know that students seem to enjoy scavenger hunts, pronounceathons, vitalized reviews, and dictionary marathons.

We also have found that these students seem to be better prepared to go on with regular classroom assignments with this reading program as the background of their experience.

\* \* \*

The American's Creed, words by William Tyler Page, choral rendition by Dr. Edgar Stillman Kelley, is a 4-page sheet-music brochure copyright by C. C. Birchard and Company and sponsored by National Society, Daughters of the American Revolution. Dr. Kelley, known as dean of American composers, age 82, has composed numerous symphonies, including a symphony for a string quartet. For further information address Mrs. F. Leland Watkins, vice-chairman of the D.A.R. radio committee, 308 8th Street South, Fargo, North Dakota.

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## Inexpensive Teaching Aids

*Some Facts Concerning Free and Inexpensive Teaching Aids from Commercial Sources. Bruce Miller.*

**T**HIS is the fourth list which Mr. Miller has published. 1. Published, 1932 at Imperial Valley. 2. A list published by Los Angeles City Schools. 3. Co-author of Carroll-Miller list of teaching aids and educational materials from commercial sources. Published by State Department of Education, 1935.

On seeing the types of material lately published as compared to those of a few years or so ago, industry is becoming aware of the tremendous influence which our schools have on the lives of our young people. Throughout this entire amount of material there is relatively little advertising. The educational value received in these pamphlets, booklets, exhibits, wall-charts, maps, etc. is so great that it easily compensates for the small amount of advertising.

This material is especially valuable to rural children who have few opportunities to visit industry. A great portion of these booklets amount practically the same thing as a conducted tour through the various plants. Here is an opportunity for the rural teacher, and for that matter the city teacher, to have her own visual education center.

This source-list is the result of 700 letters sent to various companies all over the country. Only those sources where full approval has been given are listed.

\* \* \*

Our Schools, a journal of Los Angeles City Schools, recently made its initial appearance. Prepared at the direction of Superintendent Vierling Kersey, this beautifully-printed and richly-illustrated monthly magazine of 48 pages has an extensive editorial board, of which Deputy Superintendent Arthur Gould is chairman and M. E. Herriott, principal, Central Junior High School, is editor. Congratulations to Dr. Kersey and the board upon this praiseworthy magazine.

The first issue features school buildings. The second issue emphasizes recreation, hobbies, playgrounds, and summer camps. Address the Editor at 707 Chamber of Commerce Building, Los Angeles.

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# INDIVIDUAL SPELLING

## INDIVIDUAL SPELLING IS SUCCESSFUL

William J. Burkhard, Assistant Director of Research,  
Sacramento City Unified School District

DURING the spring semester, 1938, a city-wide survey was conducted in the 4th, 5th, and 6th grades, Sacramento City Schools to determine the progress being made in spelling and to evaluate the effectiveness of the individual plan of teaching as set forth in the Pupils Individual Spelling Book series, adopted by State Board of Education in 1935, and published by the State.

The method used in the State spelling series is essentially an individual system of teaching, which first discovers for the child his own list of difficult words and then attempts to help him master the words which cause him trouble.

In order to accomplish this end, three general dictations of the semester's word-list are provided.

The first dictation is an exploratory test, given without previous study, to determine

the number of words the child has acquired through incidental learning, and to point out to the child his own spelling-list for the semester.

The second dictation given about mid-semester and the final dictation given at the end of the semester, serve as general reviews as well as checks on the learning progress of the pupils.

Throughout the spelling book special helps are provided, designed to assist the child in mastering his own word list.

Each teacher in grades 4-6 was asked to submit a report indicating the results of spelling instruction in her class. The report showed the number of words missed on each of the three spelling dictations by every child in the class. Chart No. 1 shows the performance of a typical class.

A report such as the one above was received from every class in Sacramento. From these reports a study was made of the spelling errors in each class. In order to show progress graphically groupings were made as shown in Chart 3.

Individual charts were constructed for each class in the city for the purpose of

Chart 1. Spelling Errors Made by Fourth Grade Students

| Name  | Words missed on exploratory test of 320 unstudied words | Words missed after 9 weeks study | Words missed on final test for half year |
|-------|---------------------------------------------------------|----------------------------------|------------------------------------------|
| R. P. | 240                                                     | 170                              | 28                                       |
| M. M. | 221                                                     | 182                              | 22                                       |
| G. D. | 216                                                     | 157                              | 58                                       |
| D. K. | 195                                                     | 155                              | 42                                       |
| R. H. | 188                                                     | 120                              | 15                                       |
| R. H. | 187                                                     | 66                               | 6                                        |
| L. R. | 170                                                     | 85                               | 16                                       |
| E. G. | 165                                                     | 98                               | 4                                        |
| K. S. | 162                                                     | 85                               | 11                                       |
| C. M. | 150                                                     | 86                               | 8                                        |
| E. D. | 143                                                     | 96                               | 5                                        |
| W. W. | 130                                                     | 61                               | 8                                        |
| O. S. | 129                                                     | 49                               | 6                                        |
| N. C. | 125                                                     | 43                               | 5                                        |
| J. M. | 104                                                     | 37                               | 11                                       |
| R. H. | 103                                                     | 44                               | 18                                       |
| W. R. | 91                                                      | 8                                | 2                                        |
| B. B. | 91                                                      | 56                               | 12                                       |
| J. S. | 90                                                      | 51                               | 4                                        |
| J. W. | 76                                                      | 31                               | 3                                        |
| C. W. | 73                                                      | 39                               | 1                                        |
| B. M. | 57                                                      | 25                               | 4                                        |
| B. S. | 55                                                      | 27                               | 9                                        |
| O. G. | 49                                                      | 8                                | 2                                        |
| G. S. | 45                                                      | 20                               | 5                                        |
| J. G. | 40                                                      | 15                               | 0                                        |
| M. M. | 31                                                      | 15                               | 1                                        |
| E. S. | 28                                                      | 12                               | 1                                        |
| G. F. | 27                                                      | 16                               | 2                                        |
| L. H. | 23                                                      | 11                               | 2                                        |
| W. S. | 22                                                      | 23                               | 9                                        |
| B. J. | 20                                                      | 2                                | 0                                        |
| J. M. | 8                                                       | 0                                | 0                                        |

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Chart 2.—Showing Spelling Progress on Three Dictations to Children in 4th, 5th and 6th Grades

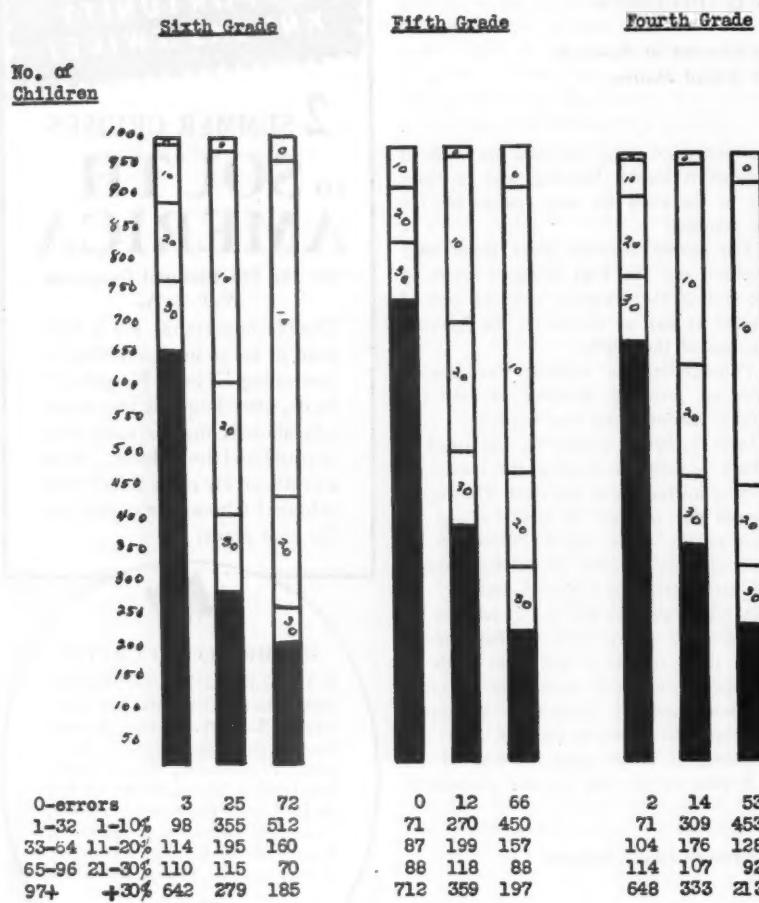


Chart 3.—Progress Groupings

Children making 0 errors (0%)  
 Children making 1-32 errors (1%-10%)  
 Children making 33-64 errors (11%-20%)  
 Children making 65-96 errors (21%-30%)  
 Children making 97 or over (31% over)

showing the teachers the progress of their classes. In addition, Chart 2 was made to indicate the composite spelling progress for the city as a whole in each of the three grades studied, 4th, 5th, and 6th.

#### Findings of the Survey

1. In general, throughout the city, the individual instruction program in spelling has proven highly successful.

At the end of the spring semester of 1938, the median child, out of nearly 3000 children tested in grades 4, 5, and 6, made fewer than 32 errors on the final dictation of 320 words.

This is equivalent to better than 90% mastery of the total word list.

2. As children progress from the 4th through the 5th and 6th grades, their proficiency in the individual method of study shows a definite increase.

This is shown in the accompanying chart

by the decreasing number of children who fell below 70% in their mastery of the word list on the final dictation, 22% in the 4th grade, 20% in the 5th grade and only 18% in the 6th grade.

This means that as children come up through the grades they not only master a greater proportion of words but also become more and more proficient in the individual plan of study.

3. Some schools in the city showed exceptional progress in spelling on the part of all classes. A few classes showed a mastery of 90% or better by all pupils in the class.

Such progress as this is unusual in a school system in which children are promoted almost entirely on a chronological and sociological basis.

4. The charts showing the composite spelling errors for each school revealed a variation in the mastery of spelling words

at the different schools. Medians for the various schools were as follows:

1-32 errors (1%-10%) 9 schools  
 33-64 errors (11%-20%) 6 schools  
 65-96 errors (21%-30%) 1 school  
 97 or over (over 30%) 0 schools

5. Inasmuch as every class is an individual problem, the principals were given separate graphs for each class in their own schools, in order that they might advise with their teachers in suggesting remedial measures.

#### Remedial Suggestions

The following remedial suggestions were given to principals as a result of the spelling study.

1. The individual charts indicate that some teachers are making a practice of excusing the best spellers from the last dictation. This may prove detrimental because it defeats one of the important features of the plan of teaching as outlined in the manual—that of providing adequate opportunity for review through the median of three dictations of all the words for the semester.

There is a general agreement among spelling authorities that a single correct spelling cannot be taken as the true measure of a child's ability to spell the word. Thus the ability to spell all of the words correctly on the second dictation should not be taken as final proof of mastery.

2. The slowest children should be taught as a group. As they become more self-reliant, they may be allowed to study independently.

As shown on charts

|        |
|--------|
| 0      |
| 10     |
| 20     |
| 30     |
| shaded |

3. The marked variation in the performance of classes on the exploratory test indicates some diversity in the manner of presenting the new list of words at the beginning of the semester. Teachers should use greatest care in making this first dictation a real exploratory test to discover the number of words which the children know without being given an opportunity to study.

In this connection much can be done by teachers in selling the individual plan of teaching to children and parents if all concerned are impressed with the fact that the exploratory test is given for the purpose of discovering how many words the children have acquired through incidental learning rather than the number of words they cannot spell.

4. Children frequently misspell words because the teacher's pronunciation is poor. Plural forms and the past tense are often misunderstood. The teacher should make certain that each word is thoroughly understood and that a clear enunciation of each syllable is given.

5. Special remedial drill may be organized around the most difficult words on the list as revealed by misspellings in each class.

The teacher should keep a desk copy and record therein the number of times each word is missed on each dictation. From a record of this sort it would be a simple matter to construct a distribution showing the relative difficulty of all the words.

6. Analysis of misspellings will show many different types of errors. Common types of errors are probably best dealt with through group instruction.

7. The very slowest children should be given only the words in heavy type. In most classes this would not include more than 5% of the children.

8. Opportunity may be provided to use words found in spelling lists in written work. Teachers should encourage correct spelling in all written work. Wherever possible spelling and penmanship should be combined with language as language arts.

9. An effort should be made to encourage each child to have a pride in his spelling.

10. The teacher should actively supervise the study of the class. Some children have a tendency to waste time unless the teacher is constantly on the alert.

Any plan of teaching, whether it be individual in its approach, or on a class basis, depends for its success upon the willingness and interest of the teacher in charge.

1. J. R. Croad, E. P. O'Reilly, and W. J. Burkhardt.—"Pupils Individual Spelling Book" California State Series, Sacramento: California State Department of Education, 1935.

\* \* \*

Tobias Craft Supply, 345 Sutter Street, San Francisco, has issued catalog 10, covering all types of handicraft and campcraft equipment and supplies. Among major groups offered are,—basketry, raffia, looms, beadcraft, bookbinding, leathercraft, braiding, metal scroll work, silver work, metalcraft, pottery and many others. The Tobias firm has built up a large clientele throughout the field of handicraft materials.

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## GENERAL METAL WORK

### GENERAL METAL WORK AT THE TAFT UNION HIGH SCHOOL AND JUNIOR COLLEGE

*Clifford E. Boswell, Instructor in Metal and Mechanical Drawing, Taft Union High School and Junior College, Kern County*

**T**HE general metal course at Taft Union High School and Junior College serves the objectives both of an industrial arts course and of a fundamental course in metal for high school students who later plan to enter the vocational shops in welding, auto-mechanics, and oil-well machinery.

The metal shop serves approximately 160 students daily with an average of 23 students per class. Roughly, 20% of these are registered in curricula other than shop.

The course is of two years duration; the first year, Elementary Metal I, includes forging, foundry, and ornamental iron; the second year, Elementary Metal II, covers sheet-metal, bench-metal, and machine-work.

A student may enter either semester of either year, but, as the second year embodies the use of more specialized tools and machinery, it is recommended that he start at the beginning of the first year when manipulative processes and the use of tools common to both years are stressed.

Approximately one-fifth of the time is spent in the classroom on technical and related material. The first semester of each year covers technical assignments involving

the use of tools and machines common to the metal shop, manipulative processes involved in the six different phases of the course, and safety practices. The text which was found to best satisfy these requirements is *Metalwork Essentials*, by Tustison and Kranzusch, Bruce

During the second semester of each year related material including the history, mining, manufacture, and uses of iron, copper, nickel, aluminum, tin, lead, and zinc, the manufacture and uses of tin-plate and galvanized steel, and alloys and their uses are stressed.

Taft High School employs a full-time motion-picture operator and adequate facilities for showing the finest motion pictures obtainable in 35mm and 16mm. Films, short lectures, and carefully-planned study-sheets give the student a fairly comprehensive understanding of this age of industry in which we are living.

The group method of project-planning is used. This allows the student a choice within certain limits of manipulative processes, adds to the variety of finished projects, and aids in keeping interest alive. Requirements for the courses are posted on the bulletin-board. Record-sheets are kept where they may be inspected by those students wishing to ascertain their progress. Job-sheets are indexed and placed in files within handy reach. Each blueprint is glued to heavy cardboard and covered with a good

#### *Part of Metal Exhibit sponsored by Metal Workers Guild*



coat of clear lacquer; they may be washed if necessary.

A boy must be able to look at a job-sheet, visualize the project, and then construct it. Sven Pedersen, personnel research executive, Lockheed Aircraft Corporation, in a two-hour talk to shop teachers in Bakersfield, deplored the fact that so few applicants for jobs in the aircraft industry could read and understand a blueprint. This is significant in that it applies to practically all industries employing skilled workmen.

Likewise, each student should be able to figure the cost of each piece of stock going into a project, and from this to compute the total cost of the project. Give him as much general math as you please, but he still must actually construct the object and figure the cost before he can adequately relate the two. For this reason he must complete a bill-of-material for each project he makes in the shop.

#### **Good Workmanship Is Stressed**

Good workmanship is stressed, with the result that most students take a great deal of pride in their finished projects. A visitor, during Public Schools Week, looked at the display of shiny new chisels, and said, "They certainly look nice, but do they work?" Such a remark is reminiscent of the old days of manual-training, when in the woodshop each student, with a piece of scrap-wood in the vise, would stand poised with his saw awaiting the instructor's, "All ready, one-two-three, Saw!", when they all begin sawing!

The Metalworker's Club, organized last fall by the author and Herbert Carey, has added impetus to the interest shown in metal work here. Thirty high school boys meet in the metal shop each Tuesday night to work on their various hobbies or on class assignments. Officers elected by popular ballot consist of a superintendent, assistant superintendent, chief accountant, assistant accountant, and chief librarian.

A library of mechanical magazines and blue-prints has been established. The club recently sponsored a fine display of metal-work in the hall of the administration building.

\* \* \*

National Council of Teachers of Mathematics is having its annual summer meeting jointly with the N.E.A. in San Francisco, July 3-5. Stimulating and authoritative speakers and discussion leaders are being provided. There will be a discussion luncheon for which reservations should be made with Mrs. R. G. Sumner, 3000 Central Ave., Alameda. Emma Hesse, University High School, Oakland, is in charge of publicity and will be able to provide more details. The Palace Hotel will be headquarters.

## Children's Poetry

Nona Keen Duffy, San Diego County school supervisor, conducts a 15-minute program, Children's Poetry, Station KFSD, San Diego, Mondays, 4:30 p. m.

The purposes are to — 1. provide wholesome entertainment for young people; 2. stimulate and develop in young people a taste for good poetry; to stimulate and develop in young people a desire for creative writing.

Children are invited to participate: 1. By listening to the program. 2. By sending in original verse to be read over the air. 3. Groups come to the studio each week and broadcast their own poems; one or two schools each week. 4. They are invited to request a poem on any subject and their requests are usually promptly filled; Mrs. Duffy writes all the poems. 5. They are asked to evaluate the poems read over the air and write in their choice each week. They are also requested to suggest ways of improving the program. 6. A record of the favorite poems has been kept, and a copy of the two most universally liked, Popping Corn and Gingerbread Man, will be sent to anyone writing in for them.

\* \* \*

## Speech Therapy

*California Society for the Study of Speech Therapy*

*Thelma Pomeroy, Palo Alto*

**C**ALIFORNIA Society for the Study of Speech Therapy was organized in the summer of 1936. Its purpose was to bring together those people interested in the correction of speech defects and disorders.

The Society realized that it was only by pooling the knowledge each had gained through research, study and experience, and then providing the means of free discussion, that progress could be made, and greater assistance rendered to the large number of the speech-handicapped.

In many California cities and counties speech correction is a living unit in the school curriculum. Superintendents, principals and teachers have recognized the handicap a child is under who has a speech impediment or whose speech is far below the standard of the community in which he lives.

Today, when so much interest is centered in the personality of the child, and in the development of individual abilities, speech has become an essential tool in promoting his growth. Through correlation of special speech correction lessons with the various subjects of the curriculum the student is given the opportunity of experiencing life situations while doing special speech correction work.

Mrs. Mabel Gifford, chief, State Department of Speech Defects and Disorders, was responsible for the initiation of speech correction in California public schools. It

was through her effort that this association was founded, and under her guidance it has grown in influence and in membership. Its members represent over 40 school districts, extending from Red Bluff to San Diego, and what is more they come to the meetings! The members comprise not only speech teachers but elementary and high school teachers, college instructors and principals, public health nurses and doctors.

The society has had able and enthusiastic leadership. The first president was Ruth Montgomery of Palo Alto, followed by Veronica Dickey of Oakland. The president for 1939 is Edna Cotrel of San Francisco.

*The secretary, Mrs. Gladys Ackermann, 231 Surrey, San Francisco, will be glad to send notices of the time, place and program of the meetings to anyone interested.*

\* \* \*

Ninth Session, National Conference on Visual Education and Film Exhibition (DeVry Foundation), will be held at Francis W. Parker School, Chicago, June 19-22. There are no admission nor membership charges. The famous annual banquet is an evening of fun and good-fellowship. A general invitation to the conference is extended to school-people everywhere. For further details address the Conference at 1111 Armitage Avenue, Chicago.

\* \* \*

A new invention, a drying hanger for football, baseball and other athletic uniforms, created much interest when its inventor, Emil Lamar, teacher, Berkeley High School, demonstrated it at national conference of American Association for Health, Physical Education and Recreation.

The hanger, all-steel construction, simple to operate, is of real aid to departments of athletics in high schools and colleges. Such experts as Herb Dana, Pacific Coast grid czar, and Alonzo Stagg, dean of American coaches, have put their stamp of approval on the device.

Comments by coaches are that the hanger

is a big sanitary asset, for it provides dry equipment. It prevents infection from damp and soggy suits. Most important to schools operating on small athletic budgets, it extends the life of the equipment.

\* \* \*

## Central Coast News

*Marjorie Dunlap, Watsonville*

Chimes of Normandy was presented recently at Santa Cruz High School Auditorium by Santa Cruz County Male Chorus and the Philomels. The Male Chorus consists of teachers and friends in the county who get together periodically because they enjoy singing. The Philomels are a chorus of women teachers and friends who meet regularly throughout the school year and annually present a special program. Both choruses are under direction of Mrs. Maude Byer, county rural music supervisor.

The Rural School Band under the direction of W. W. Morey, rural band supervisor, and 300 voices of rural school children directed by Mrs. Byer presented a program at Santa Cruz High School Auditorium as their part in the student participation in Public Schools Week.

For the seventh year the eighth grade girls of the Pismo School are making their own graduation dresses under direction of Elizabeth Willi.

Schools of the southern section of San Luis Obispo County met in Arroyo Grande for their annual play day.

Board of trustees of Gonzales Elementary School and Principal Grace V. Wiedemann are perfecting plans for an addition to the elementary school which will be built this summer to relieve the congested condition. Two classrooms will be built for the 7th and 8th grades. A third room will be a sound-proof music room. The present 8th grade room will be used as a library.



(Continued from Page 21)

Table 4. Pupils Moving During the School Year 1937-38 (from one district to another within Kern County. All schools in Kern County with exception of Bakersfield and Taft).

|                                        | No. Pupils | Percent |
|----------------------------------------|------------|---------|
| Number of pupils moving once .....     | 3,294      | 40.5    |
| Number of pupils moving twice .....    | 1,948      | 23.9    |
| Number of pupils moving 3 times.....   | 406        | 5.0     |
| Number of pupils moving 4 times.....   | 84         | 1.1     |
| Number of pupils moving 5 times.....   | 26         | .3      |
| Number of pupils moving 6 times.....   | 2          | ---     |
| Number of pupils moving 7 times.....   | 3          | ---     |
| <br>Total number of pupils moving..... | 5,763      | 70.8    |
| Number of pupils not moving.....       | 2,377      | 29.2    |
| <br>Total number of cases studied..... | 8,140      | 100.0   |

This is only a sampling of the children enrolled in the county, since there were 13,023 enrolled in Kern County at the end of the school year.

times, that 195 of them did not miss a single day of school in the moving, 70 missed one day, 40 only two and thus only one-quarter of the children moving missed more than two days of school when they changed from one school to another.

**T**HIS continuous and rapid growth in the county schools has meant that in the past ten years over half of the districts in Kern County have had to carry on building programs, from the addition of one or two

classrooms to complete new plants such as the \$105,000 building program at Mojave.

Tents have been put up and used in many of the districts during the peak enrollment. Make-shift buildings such as churches or old abandoned houses have been utilized. Additional schools for the children of the migratory workers have been established near the camps or centers of activity.

The trustees attempt as fast as possible to erect new buildings to take care of these migratory workers who continue to come in increasing numbers each year.

*This paper was written last year and publication was unavoidably delayed.*

## CONSERVATION AND WILD LIFE

CONSERVATION UNIT SERVES CITY-WIDE PURPOSE

*Robert Leslie, President, C.T.A. Student Teachers, Santa Barbara State College; President, Junior High Education Department, S. B. State College; Student Teacher, Santa Barbara Junior High School*

**R**ECOGNITION of the significance of Conservation and Wild Life Restoration was manifest recently at Santa Barbara Junior High School in the form of a life-size diorama. Constructed in the main lobby facing the entrance, all the work was done by the 9-A journalism-social science core students under direction of Miss Kay Bishop and myself.

The idea first occurred to me when I observed the effectiveness of small-scale dioramas made and used throughout the city schools by the Visual Aids Department. Popularity of the bird and animal sections of Santa Barbara Museum also gave me a hint. From the first step to the finished display

was merely a succession of organized committee jobs.

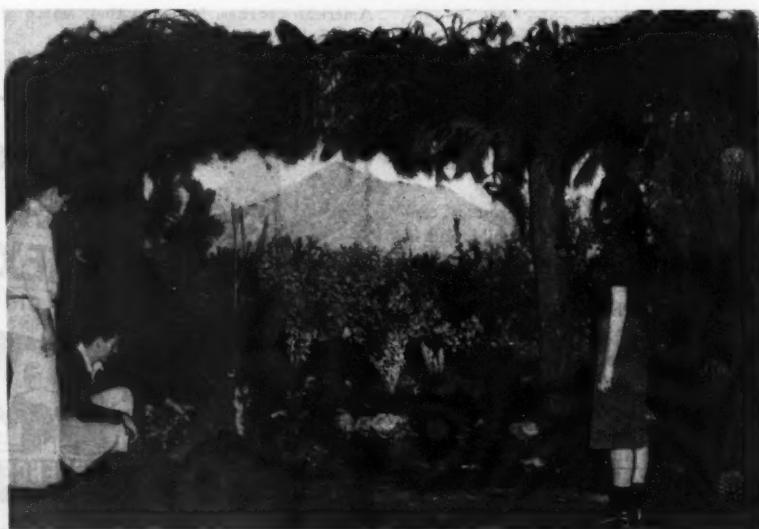
We outlined the procedure, keeping in mind economy of time and money, appropriateness, effectiveness, and the benefits to be derived therefrom. First we presented our plan to Roy P. Eichelberger, principal, and received his whole-hearted support.

The boys collected moss-covered rocks, pine-cones, and ferns; while the girls brought in lichens, wild flowers, shrubbery, and pine-needles. We borrowed mounted specimens of birds, insects, etc., from friends. The city park department furnished us with large pine branches and logs to be used as trees in the diorama.

Pearl Chase, state chairman of conservation committee, and the forest rangers also helped get material that would make the diorama truly representative of a scene from a mountain trail almost anywhere in the local forest. Being a landscape painter by hobby, I agreed to do the background on a canvas 14 feet long and 4 feet wide.

First we built a framework of two-by-fours and covered them with pine branches and the large Coulter cones. This outside measured 14 feet in length, 9 feet in height and 7 feet in depth. The painted background was hung from the framework.

Our next task was to build the hillside effect, working from the background out. Thick shrubbery was nailed to boards the length of the diorama. As can be seen in the picture, this represented the watershed and give distance to the picture. Barrels, boxes, odd lengths of scrap lumber and crumpled newspaper gave us the necessary fill. The rocks were set in place, with



potted native shrubbery, ferns, wild flowers, and a young pine tree. Needles, bark, and lichens filled all empty spaces and covered the newspaper. Thus a natural contour followed.

Mounted specimens and an overhead spotlight were then added to complete the project.

Excluding electricity consumed by the light, the total cost of the exhibit came to less than a dollar. The time spent in actual construction and clean-up was approximately 10 hours.

Mr. Eichelberger invited the other schools during Conservation Week, and student committees explained the diorama from the standpoints of purpose, construction, and contents.

\* \* \*

Progressive Education Association Workshop, and Graduate Institute of Art, are outstanding features of Claremont Colleges Summer Session, under direction of Dr. Faust Wooton; two terms, June 26 to July 31, and August 1 to September 2. The Workshop will be the first to be held in southern California.

Comprehensive Seminars, similar to those conducted during the last three summer sessions, will be offered in counseling and guidance, literature, school administration, and elementary education.

American Education and the Challenge of the Pacific was the theme of a conference held recently by Institute of Pacific Relations, San Francisco Bay Region Division, at Pacific House, Golden Gate International Exposition. Among participants were Robert J. Kerner, University of California; Theodore J. Kreps, Stanford University; Bruno Lasker of the Institute; Edith E. Pence, San Francisco City Schools, and numerous others.

Europe the Great Trader, by Alison E. Aitchison, professor of geography, Iowa State Teachers College, published by Bobbs-Merrill, meets the marked need and general demand for thoroughly up-to-date and comprehensive material on modern Europe. This excellent text is brand new, 1939 copyright, and can be used as a basal or co-basal text or as a geography reader.

\* \* \*

NATIONAL Council of Administrative Women in Education will hold a luncheon-meeting, Western Women's Club, San Francisco, July 5, at 12:30 noon. The luncheon is open to anyone attending the convention. Reservations may be made with Mrs. Edith McNab Murphy, president, California Bay Section, National Council of Administrative Women in Education, 93 Grove Street, San Francisco. Mrs. Florence Porter, Professional Building, Bakersfield, is program chairman.

## Perley Edmund Graffam

PERLEY EDMUND GRAFFAM, age 62, recently passed away in his 28th year as teacher, Dinuba High School, Tulare County. Born in Maine, 1876, he graduated from Bates College there and came to



Perley Edmund Graffam

Dinuba, 1911, where he taught in the high school until his death.

Highly versed in music and science, he enthusiastically taught piano, clarinet, chemistry, general science, physics, and biology.

He was widely-known and beloved as a teacher and civic worker, and was prominent in church and lodge activities. His son, Donald Graffam, is a teacher in Citrus Union High School, Azusa, Los Angeles County.

\* \* \*

George B. Albee, veteran educator of Eureka, Humboldt County, and for many years superintendent of city schools there, has announced his retirement as of July 1, 1939. After teaching for a number of years in the north, Mr. Albee entered Stanford University, graduated, and returned to school work in the north, where he became city superintendent of Eureka. Mr. Albee has long been an active worker in C.T.A., and has held various important positions in the North Coast Section and as member of State Council of Education. His host of friends throughout California will take this opportunity to congratulate him upon his long and faithful services.

\* \* \*

Ultra-High Frequency Educational Broadcasting Stations, a mimeographed bulletin of over 100 pages, issued by U. S. Office of Education, is said to be the first published material in this field and is of great practical service to school administrators. Harry A. Jager, Chief, occupational information and guidance service, of the Office, states that copies have been sent to nearly 1,000 school officials.

California Teachers Association provides its members placement service at nominal cost. Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

## An open letter to Teachers of Physics:

A 1939 edition of Dull's MODERN PHYSICS — a double column format, new illustrations, new diagrams, new problems, new subject matter — with all the pedagogical features of the present edition retained — is in press.

This revision will be worth waiting for. Can you make a tentative recommendation subject to comparison with the new Dull? Please send us your summer address so that a copy of MODERN PHYSICS may be sent you on publication in July.

Very truly yours,

**HENRY HOLT AND COMPANY, INC.**  
149 New Montgomery Street  
San Francisco, California

(Continued from Page 35)

ing regulations are in effect at the Oakdale Union High School, H. E. Chastain, principal, and lie basic to the broad program of group trips which that school sponsors:

When any activity occurs under the sponsorship of the school or student body, the school is morally responsible for the activities, conduct, welfare, and safety of all students participating. With this in mind, particularly the safety element, the following regulations are in effect and will be enforced by the entire staff:

1. Members of athletic teams, rooting sections, visiting classes or organizations who ride to an activity on a school bus, will return on that bus and the driver of the bus will report all exceptions to the principal. When a bus is used, all members of a school group will go and return on the bus unless arrangements are made beforehand with the principal.

2. Bus rules and principles of good conduct will be in effect on all trips and drivers will maintain these standards, reporting any serious violation to the principal.

Training institutions are now providing prospective teachers with experience in the conduct of excursions. At San Jose State College, students in the required The Activity Program course, Lillian Gray, instructor, develop excursions similar to those they will eventually embark upon with pupils.<sup>8</sup>

A carefully-planned routine regulates the planning for, the conduct, and the critical evaluation of all course excursions, in order that future teachers will be skilled in their development.

#### V

The year 1939 is already a banner one for student excursions, with the World's Fair in San Francisco, and the Sacramento-Golden Empire centennial in the capital city.

Golden Gate International Exposition on Treasure Island is surprisingly rich in sound educational materials and certainly is worthy of visit by every school child in the State of California. No better service could be rendered by any teacher this year than to bring his group of students to this great exposition.

Sacramento celebrates its 100th birthday in 1939 with the Sacramento-Golden Empire Centennial, commemorating the landing of Captain John A. Sutter, the start of construction of his fort and the development which has come about since that day. A continuous program, rich in historical background, has been planned, and this centennial, too, will contribute much to the fortunate school-children who are privileged to attend.

\* \* \*

(Continued from Page 18)

od of approach in reaching the inner resources and creative instincts of children. Countless others can be found. There are many mansions in the Kingdom of Education.

As we peruse these fresh observations

from children, of experiences that are delightful to them, could we as adults do any better? Are they not lovely to us too, poignant with happy memories. Sophistication, weariness, the mere process of getting used to life—too used to it—takes the finer edge off our senses and emotions.

We can make our task more worthwhile to our pupils and more interesting to ourselves if we seek to provide situations for disclosing and encouraging the hidden capacities that lie latent and undiscovered in children.

If we undertake some opportune adventure that will give birth to the beautiful potentialities concealed in the lives of the youth entrusted to our guardianship, then we can make education that continuous spiritual revaluation of life that it inherently is.

We can discover for ourselves that there can be both romance and reality in our task of discovering new horizons for Youth.

\* \* \*

#### Educational Literature

(Continued from Page 26)

**E**ducation premium list, 1939 California State Fair and Exposition, 64 pages, is available for mailing upon request to Secretary-Manager Robert Muckler, Sacramento.

Entries close August 1 instead of June 15 as formerly, and include revised premiums for boy scouts, girl scouts, and campfire girls. The rules provide for non-competitive and competitive exhibits, adult education exhibits, handcrafts, art, science, nature study, drafting, music, auto mechanics, electrical work, printing, sewing and home furnishings, foods, and commercial subjects. —Kenneth R. Hammaker, publicity director.

The Integrated School Art Program, by Winslow, a massive volume of 400 pages (with 42 full-page illustrations, 4 of which are in full color) one of the McGraw-Hill Series in Education, competently presents a well-rounded program for art education in which school experiences are carefully integrated.

Important new Ginn and Company publications include,—1. *Experiences in Physics*, by Willard and Winter, both of Thomas Jefferson High School, Elizabeth, New Jersey, a handsome big book of nearly 700 pages in the best modern style; it features an entirely different and new approach to physics for high school students.

2. *Workbook in Community Life*, Living Together in My Community, a revision of My Community, by Hill and Anderson, 200 pages, perforated.

3. *Exercises and Drills in Rapid Calculation*, by Powers and Loker, a modern workbook for use in commercial courses.

Riverside County Superintendent of Schools E. E. Smith is a Hoosier, a poet and a philosopher. Just off the press is a beautifully-printed brochure, Songs of Home, comprising a group of his poems reminiscent of a happy boyhood spent on an Indiana farm. Mr. Smith's many friends throughout California and the West will be interested in this book of felicitous verse.

American Library Foundation is making a survey of elementary and secondary schools lacking adequate basic reference libraries, preparatory to the Foundation making endowment placements during the coming year.

Teachers, principals and librarians of schools lacking reference books are advised to write the Foundation listing their needs. A statement of what library service is available to the school is also requested.

All communications should be addressed to the: Director, American Library Foundation, 1745 North Gramercy Place, Los Angeles.

Indices of Good Teaching, fifth yearbook National Commercial Teachers Federation, contains contributions from 46 leaders, including John N. Given, supervisor of commercial education, Los Angeles. The Federation is a nation-wide organization of leaders in business education. J. Evan Armstrong of Berkeley is a vice-president. Annual dues, \$2 include the yearbook. Non-members may purchase copies from J. Murray Hill, Bowling Green, Kentucky; price \$2.50.

The Macmillan Company has issued two excellent and authoritative secondary-school texts on agriculture,—1. Farm Management by Hudelson; 2. Agriculture and Farm Life by Phillips, Cockefair and Graham. These substantial, handsome, and well-illustrated texts will have wide use wherever agriculture is taught.

#### Los Angeles Retirement Fund

Dr. Vierling Kersey, Los Angeles City Superintendent of Schools, in Los Angeles School Journal

**T**HE Board of Education again evidenced its faith in and support for our retirement plan by its action, when it approved the Retirement Board's recommendation regarding the amounts of the School Districts' contribution to the District Retirement Fund to be included in the 1939-40 school budget. These amounts are as follows:

|                |                |
|----------------|----------------|
| Elementary     | \$1,057,007.00 |
| High School    | 1,040,329.00   |
| Junior College | 27,157.00      |
| Total          | \$2,124,493.00 |

## In Memoriam

Mary E. Morgan, retired in 1934 after 50 years as teacher and principal in Santa Cruz County, recently passed away. At the time of her retirement she was feted by the entire community at a dinner and reception. It was said that her influence extended into nearly every home in the community, where she served as Sunday School teacher, member of the County Board of Education, and active member of the Business and Professional Women's Club.

Isabel MacKenzie, native San Josean, retired educator and leader in old San Jose's social set, one of the first faculty members, kindergarten-primary department, San Jose State Normal School. In tribute to her work a scholarship for kindergarten-primary majors was established in 1928 when she retired. She was trained in the '80's under Kate Douglas Wiggin at San Francisco Normal School; she also studied in Europe and the East.

## Youth Ideals Conference

*San Joaquin Valley Youth Ideals Conference at Selma Union High School*

RECENTLY a successful Youth Ideals Conference was held at Selma Union High School, bringing together nearly 1300 delegates from 25 high schools in Fresno, Madera and Kings Counties.

The conference was arranged largely by students and conducted entirely by students, with the exception of one adult speaker. A panel discussion by student leaders was one feature; another was the discussion-periods of one hour, both morning and afternoon. There were 20 of these discussion-groups meeting simultaneously, with delegates attending the groups in which they were most interested.

Teachers did not participate in these discussions; in many sections no teachers were present. Some of the topics discussed in section meetings were: Streamlining our teachers; What kind of dates do you like?; American foreign policy; Modern manners; War; Next time we carry the guns; Turbulent teens.

Many teachers and administrators expressed the opinion that the conference was very much worth-while.

\* \* \*

Committee on Awards, American Educational Research Association, a department of N.E.A., announces 1937 awards for outstanding contributions to educational research; recipients.—J. Wayne Wrightstone, Newton Edwards, Martha C. Hardy and Carolyn H. Hoefer.

The Maderan, published every two weeks during the school year by Madera Union High School journalism class, is a member of National Scholastic Press Association and is a well-edited and attractively-printed school paper. Editor-in-chief this year is Richard Ford. L. C. Thompson is principal of the school, which has an a.d.a. of 725.

\* \* \*

## At Hudson School

The primary unit of the Hudson School, Puente, Los Angeles County, is completed, and the little people were happy to move as they had occupied tents for a year and a half. The second unit, ten classrooms and manual training, is progressing nicely and should be ready by fall.

The third, and last, unit of the building project, consisting of the administration building, cafeteria, auditorium and domestic science, will start around August first, and should be ready for occupancy by the middle of the year. The buildings are a W. P. A. project. D. P. Lucas is district superintendent.

Hudson School at Puente has inaugurated a new Scout and Camp Fire plan. The last period on each Monday is devoted to Scouting and Camp Fire activities by the seventh and eighth grade girls and boys. Any pupil too young or not interested in either has a free activity period in art or reading. This plan gives every child an opportunity to attend a meeting and still go home on the bus.

As far as we know this is the first time that Scouting as a school activity has become a part of the curriculum. There is much interest and the group is progressing nicely. Attendance, naturally, is close to 100% because all of the work is done during school time and the children do not have the problem of transportation to evening meetings.

The groups are sponsored by Mrs. Mildred Phillips, Florence Ratliff, Edith Thompson and Willis Maxson, teachers.

### Boys Love to Cook

Eighth grade boys at Hudson School, Puente, envied the girls their fascinating cooking lessons and so petitioned the superintendent to allow them to have cooking classes. This was granted and for the past three years the boys have had a semester's work culminating in a big dinner prepared by the boys for all the men employees of the school, from Superintendent Lucas down to the janitors and bus drivers.

This year, the seventh grade boys, finding the cooking teacher had two free periods, asked for "just one quarter" of work to learn their Scout cookery. This also was granted.

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## COMING

May 1 — May Day, Child Health Day.  
 May 4 — Horace Mann's Birthday.  
 May 6 — California Industrial Education Association; annual convention. Oakland.  
 May 6 — California State Association of English Teachers. Special meeting on Treasure Island.  
 May 6 — California Home Economics Association, Northern Section. Maxwell.  
 May 7-14 — National Music Week.  
 May 13 — Phi Beta Kappa Alumni; annual spring meeting. Claremont Inn, Pomona College, Claremont.  
 May 14 — Mothers Day.  
 May 14-18 — California Conference of Social Work; 31st annual meeting. Oakland.  
 May 15-17 — American Association for Adult Education; annual meeting. Niagara Falls, Ontario.  
 May 15-20 — California Congress of Parents and Teachers; annual convention. Santa Barbara.  
 May 18 — World Goodwill Day.

May 20 — School Library Association of California, Northern Section.

May 26-27 — American Association of University Women; annual convention of California group. San Francisco.

May 26-27 — California Agricultural Teachers Association; annual meeting, San Luis Obispo.

June 5-6 — Business-Consumer Relations Conference on advertising and selling practices; auspices National Advertising Association of Better Business Bureaus. Buffalo.

June 18-23 — American Library Association; annual convention. San Francisco.

June 18-23 — American Instructors for the Deaf; annual convention. At California School for the Deaf, Berkeley.

June 19-22 — National Conference on Visual Education; 9th Session. Francis W. Parker School, Chicago.

June 19-24 — National Speech Tournament and Student Congress, Beverly Hills; auspices, National Forensic League.

June 20-23 — American Home Economics Association; annual meeting. San Antonio, Texas.

June 20-30 — Institute of International Relations; 5th annual session. Mills College.

June 26-28 — Delta Phi Upsilon national honorary fraternity of early childhood education; 16th annual convention. San Francisco.

June 26-July 1 — American Association for the Advancement of Science; annual conference of Pacific Division. Stanford University.

June 28-July 8 — Institute of International Relations; 5th session. Whittier College. Roy L. Van Deman, executive secretary.

July 1 — C.T.A. Board of Directors, regular meeting. C.T.A. Section Presidents and Secretaries, regular summer meeting.

July 2-6 — National Educational Association; 77th annual convention, San Francisco. Join the N.E.A.

July 3-15 — Third Annual Reading Laboratory Institute; George Peabody College for Teachers. Nashville.

July 6 — Delta Queen Sacramento River Cruise; Auspices N.E.A. Department of Business Education.

July 10-12 — California School Employees Association; annual convention. San Jose.

July 10-21 — School Executives Conference; 9th annual. U. C. Campus, Berkeley.

July 10-21 — N.E.A. Department of Elementary School Principals; 3d annual conference. University of California, Berkeley.

July 16-22 — World Congress of Workers for the Crippled. London, England.

August 2-5 — Pi Lambda Theta, national honorary fraternity for women in education; biennial council. Stanford University.

August 6-11 — World Federation of Education Associations; biennial convention. Rio de Janeiro, Brazil.

September 28 — 100th Anniversary, birth of Frances E. Willard, founder of World W. C. T. U.

September 28-29 — California School Trustees Association annual convention. Hotel Leamington, Oakland.

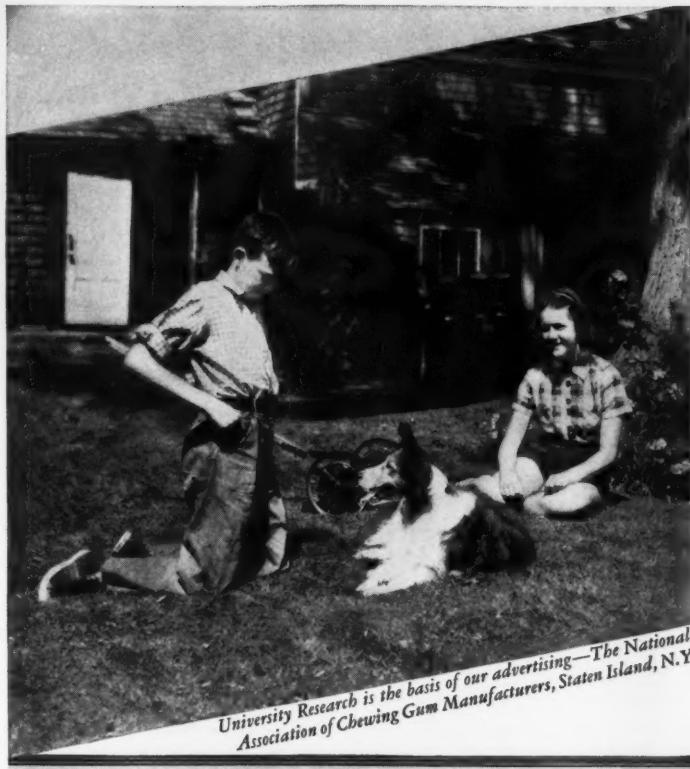
October 17-20 — American Public Health Association; 68th annual meeting. William Penn Hotel, Pittsburgh.

November 5-11 — American Education Week. Theme: Education for the American Way of Life.

December 1-2 — California Association for Childhood Education; annual convention. Los Angeles.

December 28, 29 — National Council of English Teachers; regional conference for the Western States. Los Angeles.

December 28-30 — Phi Delta Kappa Council; annual meeting. Chicago.



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## Join the N. E. A. - -

Every California teacher and administrator should join in this appeal by Dr. Vierling Kersey:

The National Education Association has announced an invitation to membership whereby dues paid now not only pay for the balance of the current school year but also carry over active membership for next year as well.

California will welcome the Annual Convention of the National Education Association to San Francisco this July.

Our membership should be substantially larger than usual.

Let us consider again the renewal of loyalty to the National Education Association and become active paid-up members, thus advancing our pride in our city-wide membership roll.

Consult your National Education Association representative!—Vierling Kersey, Los Angeles City Superintendent of Schools, in *Los Angeles School Journal*.



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